PRESENCE, PARTICIPATION AND PROGRESS

AN INVESTIGATION INTO CHANGES IN ATTENDANCE, ATTITUDES TO LEARNING AND ACHIEVEMENT FOLLOWING THE INTRODUCTION OF AN ALTERNATIVE CURRICULUM IN A SCHOOL FOR PUPILS WITH BEHAVIOURAL, EMOTIONAL AND SOCIAL DIFFICULTIES

by

Deborah Louise Park

A thesis submitted to

The University of Birmingham

in part fulfilment for the degree of

Doctorate in Education –

Educational Disadvantage and Special Education Needs

School of Education

The University of Birmingham

October 2013

ABSTRACT

This research considers as its principal theme the impact of the implementation of an alternative curriculum in a school for pupils with Behavioural, Emotional and Social Difficulties (BESD). The children at the school were, in the main, disaffected with education; attendance was low, behaviour was poor and academic attainment was unsatisfactory. This paper suggests that one of the reasons for the pupils' disaffection lay with the curriculum that was followed at the school, which did not fully meet their learning needs. This paper discusses the introduction of new alternative curriculum and the impact it had on the pupils' attendance, their attitude towards learning and their academic achievement.

In order to measure the success of the new curriculum, a document analysis of many sets of data was carried out, including data on pupils' attendance, their behaviour and attitudes to learning and their academic achievements. Three sets of data were analysed – one set of data was gathered before the new curriculum began, a second set whilst it was in operation and a final set once it had finished. Changes in the data were used to determine the extent to which the alternative curriculum was successful in realising improvements in these three areas.

An analysis of the data showed that, although not all of the data supported the research hypothesis, there was sufficient evidence to confirm that the introduction of a new curriculum in this particular school at this particular time did increase

attendance, improve behaviour and lead to an improvement in achievement for most of the pupils who followed the new curriculum.

It is hoped that this research will contribute to current theoretical debates concerning the behaviour of pupils with BESD and will encourage professionals to both continue to discuss what constitutes effective and successful provision for such pupils and have the courage to try out new ideas.

ACKNOWLEDGEMENTS

I would like to express my sincere thanks to the following people:

Mr. Alastair Fairfull - for his initial ideas and enthusiasm for this piece of research.

Mr. Ed Gabani - for his inspirational award ceremony speeches.

Ms. Kathy Bull - former HMI, for sharing with me her knowledge and wisdom.

My academic supervisors - Dr. Natasha Mcnab, Dr. Steve Rayner, Professor John Visser and Dr. Linda Watson for their encouragement and support

Finally, I would like to thank all former colleagues and pupils who made this thesis possible.

DEDICATION

To Andrew

TERMINOLOGY

Throughout this paper, the term BESD is used to describe the difficulties experienced by the pupils who took part in this research, as this is the term currently used in official government documentation. It is accepted that other terminology is also used including EBD, SEBD and ESDB and that the usage of these may be either random or may be indicative of a conscious decision made by the user to reflect their views about the importance of the various elements within the concept.

NOTE TO THE READER

Throughout this thesis, the school in which this research was carried out is described in the past tense as the school closed in December 2007. The decision to close the all-age school was made by the local authority in order to separate the primary and secondary phases of the school. The school was subsequently replaced by two new schools in January 2008, one for pupils aged 5-11 and the other for pupils aged 11-16, to which all pupils and the majority of the staff transferred. At the time the Enrichment programme was in operation, the author of this research was the Deputy Headteacher at the school, having been appointed in January 2006. Due to the researcher's position within the school, it is acknowledged that the researcher's role cannot be considered entirely objective and it is accepted that there may therefore be some degree of bias in the writing of this report.

CONTENTS

CHAPTER 1 – THE ENRICHMENT PROGRAMME

1.1 Introduction

This research discusses the design, implementation and evaluation of a new curriculum in a school for pupils with behavioural, social and emotional difficulties. The majority of pupils who attended the school had negative attitudes towards school in general and many had gaps in their academic knowledge and understanding due to general poor attendance and numerous fixed term exclusions from previous schools. In addition, many of the pupils also had moderate learning difficulties, achieving at a level below that expected of the average ability pupil of their age.

In January 2006, the school was the subject of a monitoring inspection by Her Majesty's Inspectors of Schools (HMI), instigated by the Local Authority. The Inspector who visited the school expressed particular concerns about the low levels of attendance, the poor behaviour of pupils and the low levels of academic ability. The visit of the HMI provided the impetus that the school needed to implement some radical changes, in particular with regard to the curriculum. Following the publication of the Inspector's report, the Headteacher visited schools in other Local Authorities for pupils with behavioural difficulties to find out what types of curriculum were being followed and which were considered successful.

During a visit to one particular school in a neighbouring authority, the Headteacher saw a curriculum, that he considered innovative and imaginative, which had recently been introduced there. This curriculum included a range of alternative educational

programmes, the purposes of which were primarily to motivate pupils who were disengaged with learning.

The visits prompted discussions about the curriculum currently offered to pupils in our school, which at the time was wholly based on the National Curriculum, and the extent to which it was satisfactorily meeting their learning needs. It was clear from the difficulties that many teachers were experiencing in lesson times, that the pupils were unmotivated to learn and disrupting lessons appeared to be their only objective. The leadership team agreed that the introduction of a new curriculum might go some way towards addressing some of the core problems that had been identified within the school. A period of consultation with stakeholders followed and a new curriculum, which became known as The Enrichment Programme, was designed and implemented in September 2006. It ran for two terms from September 2006 to April 2007, alongside a reduced National Curriculum.

This research is an evaluation of the success of the alternative curriculum and the impact it had on the pupils who followed it. In order to measure the success of the new curriculum, it was necessary to identify a number of key areas where a degree of analysis would be possible. It thus focuses on the effects the new curriculum had on three key areas – attendance, attitudes to learning and achievement. These areas were chosen partly since they were highlighted as areas of weakness by the Inspector and partly since it is predominantly in these three areas upon which judgements about schools are made by organisations like The Office for Standards in

Education, Children's Services and Skills (Ofsted), the non-ministerial government department of Her Majesty's Chief Inspector of Schools.

For the new curriculum to be judged successful, it was expected that its introduction would firstly lead to improvements in attendance with fewer pupils truanting from school on a regular basis or absconding once they arrived in school. Second, it was anticipated that there would be improvements in behaviour evidenced by a reduction in the number of incidents of poor behaviour, a reduction in the number of times it was necessary for staff to request support from colleagues to deal with difficult pupils and decreases in the number of detentions and fixed term exclusions issued to pupils. Finally, it was expected that if attendance and general attitude to learning improved, this would ultimately lead to a subsequent rise in achievement for the pupils who took part in the Programme.

In order to evaluate the new curriculum, a document analysis was carried out of data gathered in these three key areas. A document analysis can be defined as a systematic procedure for reviewing or evaluating documents—both printed and electronic material (Bowen, 2009). Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding and develop empirical knowledge (Corbin and Strauss, 2008). The majority of data that was analysed was predominantly quantitative in nature but in order to supplement the quantitative data, a small amount of qualitative data was analysed which was obtained via two short questionnaires, completed by the pupils who took part in the Programme.

1.2 The research context

This research was carried out in a Local Authority special school located in an urban area of the West Midlands. The school had two sites – one for pupils in Key Stages 1 and 2 and one for pupils in Key Stages 3 and 4 – which were approximately three miles apart. The school was a mixed school, catering for pupils aged 5-16, although at the time the research was carried out, there were no girls on the secondary site. Details about the number of pupils on roll at the time of this research are shown in Appendix 1. Whilst the Headteacher had overall responsibility for both sites, the Assistant Headteacher assumed responsibility for the day-to-day running of the primary site whilst the Deputy Headteacher assumed responsibility for the day-to-day running of the secondary site. The number of teachers and support staff employed on each site is shown in Appendix 2.

Pupils attending the school all had a statement of special education needs, which cited Behavioural, Emotional and Social Difficulties (BESD) as their primary special educational need. Some pupils also had learning difficulties and a small number had other disabilities such as Speech and Language problems, hearing impairment or autism. A full matrix of the special needs of the pupils who followed the Programme is shown in Appendix 3.

A very small number of pupils entered the school in Year 1 having been identified as experiencing BESD in their nursery provision. The majority of pupils, however, transferred to the school in later years, with most transfers taking place in the

secondary phase of the school due to either permanent exclusions from other schools or change of placement decisions made by the Local Authority. A small number of pupils came to the school following placements in secure units. Most of the pupils who attended the school came from within the Local Authority in which the school was located, although a small number of pupils came from outside the Authority, with their place and their transport to the school being funded by their own Local Authority. At the time the research was carried out, there were four children in public care, who were living either with foster families or in Local Authority accommodation.

The alternative curriculum programme upon which this research is based was introduced solely on the secondary site, with pupils in Key Stages 3 and 4 and thus this research focuses only on the secondary-aged pupils within the school. All the pupils who took part in this research were therefore boys. As is the nature of schools for children with BESD, the school population was very changeable. This research is based upon the experiences of 27 pupils aged between 11 and 16, all of whom experienced at least one-half term of the Enrichment Programme.

Within the school, pupils in Key Stage 4 were taught in year groups, which facilitated the teaching of examination courses. In Key Stage 3, pupils were taught in classes that were grouped by ability, each having around six pupils, as there was a vast range of academic ability within each year group. In Year 9, for example, the most able pupil had a reading age of 11 compared with a reading age of below 5 years for the weakest pupil.

Upon entry to the school, pupils sat literacy and numeracy tests and these, along with other information provided by their previous schools, were used to determine into which group the pupils were initially placed. In an attempt not to label the Key Stage 3 groups by ability, they were named Red, Green, Orange and Blue although it was not difficult for the brighter pupils to work out which group was the most able. In the main, this arrangement worked well in the school and problems only tended to occur if several new pupils of similar ability arrived at the school within a short period meaning that pupils had to move groups, which they did not always like.

For the most part, this research was carried out in a natural setting and no attempts were made to control the physical environment. Most of the research took place within the perimeter of the school, with data being collected during registration times, lessons, lunchtimes and during the Enrichment activities that took place within the school grounds. Some of the Enrichment Programme activities took place in locations outside of school and, whilst the locations of these activities were not controlled as such, they were nevertheless different from the ones usually experienced by the pupils. Occasionally, pupils whose activities took place out of school misbehaved simply because being out of school afforded them that opportunity. Some pupils, for example, tried to abscond whilst on the minibus and this resulted in these pupils having to change their activities in order to remain within the boundaries of the school.

1.3 The rationale for the introduction of a new curriculum

In January 2006, the school in which this research took place received the first of three monitoring visits by Her Majesty's Inspectors. An Inspector spent two days in the school and this was followed by a further two days in March and a final two days in May. At the end of the first visit, the judgment of the Inspector was that unless action was taken to improve many aspects of the school, it was considered likely that the school would receive a grading of unsatisfactory at its next Ofsted inspection.

The HMI's first report included the following comments:

> From the observations made during this visit, there is no doubt that it would fail to meet the criteria (Ofsted) which define a well-managed and successful establishment. Indeed, the areas of:
>
> i. leadership and management
> ii. curriculum development and delivery
> iii. behaviour management, pupils' attitudes and attendance
> iv. pupils' welfare and safety
> v. the quality of teaching and learning/standards and progress
>
> require considerable improvement if the school's performance is to be considered even satisfactory. (HMI report to the school, 2006, unpublished)

The verdict of the inspector was much as the leadership team had expected and the need for immediate action was acknowledged. What followed were weeks of intense discussions, initially just amongst the members of the leadership team, occasionally in school time, but more often than not late into the evening before the meetings were extended to include all staff. The discussions showed that trying to improve attendance, encourage more positive attitudes towards learning and attempt to raise achievement simultaneously was not an easy task.

In trying to reach a decision about what would help to get the school back on track, the leadership team decided to find out what was working in other schools with similar pupils. The school was part of a network of schools for pupils with BESD and so the visits to other schools were easy to arrange. In particular, the leadership team were interested in looking at any alternative types of curriculum that were on offer to pupils in other schools.

On a visit to one particular school in a neighbouring Local Authority, the Headteacher discovered that a new curriculum had recently been implemented, which included a programme of alternative activities aimed primarily at reengaging disaffected pupils in education. Although the school did not have, at this stage, any formal data on the benefits of their new curriculum, anecdotal evidence from the staff at this school suggested that this new curriculum had resulted in a reduction in the number of incidents of poor behaviour.

As a result of this visit and further discussions with staff, parents and governors, it was decided that the National Curriculum programmes of study would be condensed and the additional time that was freed up would be used for a range of new learning programmes. These new programmes would move learning away from the programmes of study of the National Curriculum and move towards what the pupils wanted to learn, since, for some pupils, there would be elements of choice in the programmes they followed.

1.4 Disapplication of the National Curriculum

Following the Education Reform Act 1988, The National Curriculum was introduced in England, Wales and Northern Ireland for all primary and secondary schools maintained by the state. The purpose of the National Curriculum was to ensure that all schools under Local Authority control had a common curriculum, which would give all children the same entitlement to a broad and balanced curriculum up to the age of 16. Notwithstanding its name, the National Curriculum did not apply to independent schools or to those in Scotland, which were allowed to set their own curricula. Similarly., the National Curriculum does not apply in its entirety to Academies, which are state funded schools in England that are directly funded by central government and independent of direct control by local government in England. Whilst academies must meet the same National Curriculum core subject requirements as other state schools and are subject to inspection by Ofsted, they have greater freedom around the delivery of the rest of the curriculum.

Like their peers in mainstream schools, all pupils educated within the special school state system are required to follow the National Curriculum. Although it would be difficult to dispute the philosophy of the same educational entitlement for all pupils, for pupils in special schools the National Curriculum alone may not always meet their learning needs (Laslett, 1977). Whilst it is generally acknowledged that all young people need solid academic study in the basic skills of literacy, numeracy and ICT, in the early days of the National Curriculum before any amendments were introduced, the curriculum was described as ‘a prescription for failure’ for pupils with behavioural, social and emotional difficulties (Orr 1995). The literature informs us that for pupils

with BESD, as an alternative to the National Curriculum, ‘a smaller range of subjects well taught has more value than an ambitious and wide-ranging programme which does not engage the interests of the pupils (Wilson and Evans, 1980).

Prior to the introduction of the alternative curriculum, for the majority of time, the pupils in the research school followed the National Curriculum programmes of study for 25 hours per week. Occasionally, the pupils benefited from periods of work experience, although it often proved difficult to persuade companies to agree to take the pupils due to their behavioural difficulties. Pupils also sometimes experienced off- site activities and day trips out during the summer term. The majority of the year, however, was filled in the main with the teaching of academic subjects. The poor behaviour seen in lessons was possibly an indication that pupils had little or no interest in the National Curriculum programmes of study.

At the time the research was carried out, the flexibility for schools to select only the parts of the National Curriculum that they felt were appropriate to the learning needs of their pupils was much less than at present. The school found, however, that there was a way of overcoming this, since whilst the National Curriculum specifies which subjects must be taught, there are no statutory regulations, only guidance, regarding the amount of time schools are required to teach each subject within the school week.

Once the decision had been made to change the curriculum, the school decided to use this lack of statutory regulations regarding the time allocated to the teaching of

National Curriculum subjects to reduce the number of hours spent teaching the National Curriculum and re-allocate the time to the proposed alternative curriculum. The school wanted to check, however, that it was still operating within the statutory requirements of the National Curriculum and therefore sought advice from the then Department for Education and Skills. This course of action was felt to be necessary should the decision to change the curriculum be questioned at a later stage by the Local Authority or by Ofsted. In order to accommodate a programme of Enrichment activities into the curriculum, the DfES initially advised the school to apply for a Power to Innovate Order (DfES, 2002b) in order to record formally the temporary adjustments to the National Curriculum.

Through a Power to Innovate Order (DfES, 2002b), the Secretary of State is able to temporarily suspend or modify education legislation that may be holding back, or even stopping, innovative approaches to raising standards. The Power to Innovate Order thus allows schools, foundations, colleges of further education and Local Authorities to think innovatively and to test ideas for how best to tailor educational provision in order to raise educational standards and improve outcomes for pupils and students.

The application for the Order was duly submitted but the response from the DfES was that the changes that were proposed were not significant enough to warrant an Order. Instead, the school was advised to apply for a temporary disapplication of pupils from a number of National Curriculum subjects from the Key Stage 3 curriculum, the chosen subjects being Modern Languages, History and Geography.

1.5 The research predictions

When carrying out a piece of research, the formulation of a research prediction can help researchers ensure that right types of data have been collected. A piece of research can be based on certain underlying assumptions, which predict a particular relationship between two or more variables.

The precursor to a research prediction is a research question which asks what, or why, something is happening. In this piece of research, the research question is:

> What is the impact of the introduction of an alternative curriculum in a school for pupils with Behavioural, Emotional and Social Difficulties on their attendance, attitudes to learning and achievement?

The research question can be turned into the following research prediction:

> The introduction of a new alternative curriculum, the Enrichment Programme, implemented in a special school for pupils with behavioural, emotional and social difficulties over a period of two terms will have a positive impact on attendance, attitudes to learning and achievement.

The prediction for this research is therefore that the introduction of the Enrichment Programme will have the following outcomes:

1) It will improve the pupils' attendance in school – demonstrated by higher attendance figures.
2) It will improve pupils' attitudes to learning and behaviour – demonstrated by a reduction in the number of incidents of poor behaviour, detentions and exclusions issued to pupils.
3) It will improve pupils' level of achievement – demonstrated by progress though the National Curriculum levels and increases in reading and spelling ages, which will be greater than the progress pupils would usually be expected within the same time frame.

The research prediction was tested by carrying out a document analysis of data gathered before and after the implementation of the new curriculum in order to determine the impact, if any, that it had on attendance, on attitudes to leaning and on achievement. The data relating to the period before the Enrichment Programme began were analysed and compared with further data gathered whilst the Programme was in operation and a final set of data, gathered after the Enrichment Programme had finished.

An analysis of the data enabled a conclusion to be drawn that demonstrated whether the data either supported or rejected the research prediction. For the prediction to be supported, the analysis would need to show there was a relationship between two phenomena, namely the introduction of the Enrichment Programme and the changes in attendance, attitudes to learning and achievement.

If a relationship were however established and there were either an increase in attendance, or an improvement in behaviour or a rise in academic standards or any combination of these, it is accepted that this could be purely circumstantial and could have occurred due to other factors totally unconnected with the implementation of the Enrichment Programme.

1.6 The preparation phase

The preparations for the introduction of the Enrichment Programme began in earnest in April 2006 with a series of presentations to the schools' stakeholders about the proposed Programme. The following presentations, tailored to the specific stakeholders, took place:

- To staff during a staff training day specifically set aside for this purpose, followed by further discussions at subsequent staff meetings
- To the Governing Body, from whom approval to change the curriculum was sought
- To pupils in assemblies, along with additional information provided to the school council for them to disseminate to the other pupils
- To parents at a specially convened meeting during which they were invited to give their comments or suggestions

The presentations were followed by a period of consultation, during which the stakeholders had the opportunity to consider the proposed changes to the curriculum and offer their comments.

The next step in the preparation phase was to carry out an audit of staff skills and interests. Teaching staff were asked to suggest activities that they would be willing to lead as part of the Enrichment Programme and all non-teaching staff (classroom assistants, one to one teaching assistants and staff from the Inclusion team) were

asked to identify any areas of expertise or interests they had, which could be shared with pupils. In considering the activities they could offer, staff were asked to reflect upon the following questions:

1. What do you consider an appropriate curriculum for a BESD school?
2. What adaptations should be made to the current curriculum?
3. What activities would you feel most / least equipped to lead?
4. How would you evaluate the effectiveness of the any new activities offered?

In small special schools, teachers are often asked to teach outside of their own area of expertise and interest, which sometimes makes teaching more difficult. It was considered important to the success of the Programme that teachers had the opportunity to deliver activities in which they had a genuine interest.

In the main, the consensus among the staff was that they welcomed the chance to have more autonomy to plan their own work. It was school policy that no members of staff would be required to work in isolation and thus at least two members of staff would run each activity. Staff were given time, which would normally have been used for meetings or other training, to investigate the feasibly of offering activities of their choice. For off-site activities, individuals were tasked with finding out opening times, prices and group discounts where possible, equipment needed instructors where necessary and transport arrangements. Staff were also given the opportunity, within

their directed time, to make a preliminary visit where they felt this was appropriate before being asked to write a summary of their proposed activities.

It was then the turn of the pupils to identify activities they would like to see in the new curriculum. Some pupils wanted to be able to increase the amount of vocational subjects they studied, to have extended periods of work experience away from the school or to follow GCSE courses at other secondary schools. Not surprisingly, some pupils just wanted to fill their days with non-academic 'fun' activities.

The next stage in the preparation phase was to gather information to establish more precisely the learning needs of the pupils and how the Enrichment Programme could best support those needs. This information was gathered via a series of meetings with tutors, teaching assistants and learning mentors who worked closely with individual pupils.

In order to help teachers and teaching assistants identify the learning needs of their pupils, they were provided with the following key pieces of information:

- the results of all the National Curriculum tests that the pupils had sat
- the teacher assessment levels for all National Curriculum subjects
- the end of year target grades
- the pupils' current reading and spelling ages
- a summary of the pupils' developmental and behaviour profile

From the information provided and their own knowledge of the pupils, teachers were able to identify those pupils who needed additional support with the acquisition of basic literacy and numeracy skills, those who needed specialist input to help them with issues such as drug abuse or smoking and those who would benefit from and enjoy other activities. The information gathered from teachers and teaching assistants, from pupils and from their parents/carers was written up in a newly devised proforma, which was called the Individual Learning Plan (ILP). The ILP included information about the main strengths and areas for development of each pupil, the learning needs of each pupil according to them, any comments provided by the parents or carers and any medical or other health considerations that might influence the activities in which the pupils were able to participate. A copy of an ILP is shown in Appendix 4.

1.7 Every Child Matters

Shortly before the Enrichment Programme was introduced, the government launched a new initiative called ‘Every Child Matters’ (DfES, 2004). Although launched partly in response to the death of an eight-year-old girl, Victoria Climbié, and designed to end the disjointed services that failed to protect her, the Every Child Matters programme was an attempt to ensure that every child, no matter what their background or circumstances, would have the opportunity to enjoy a healthy and happy life. The initiative encouraged various organisations like schools, children's social work services, health services and Child and Adolescent Mental Health services (CAMHS) to work together for the benefit of the child.

As part of this initiative, five key outcomes were established which were:

1. Be healthy - by being able to enjoy good physical and mental health and by living a healthy lifestyle.
2. Stay safe - by being protected from harm and neglect and growing up able to look after themselves.
3. Enjoy and achieve - by getting the most out of life and developing broad skills for adulthood.
4. Make a positive contribution to the community and to society - by engaging in positive as opposed to anti-social or offending behaviour.
5. Achieve economic well-being - by overcoming socio-economic disadvantages to achieve their full potential in life.

At the time it was launched, the government considered the Every Child Matters initiative to be very important in relation to children and children's services and therefore much of the guidance given to maintained schools in England and Wales came from the 'Every Child Matters' agenda. For this reason, when considering the design of the Enrichment Programme, the leadership team wanted to ensure that the activities provided for pupils would help them achieve the five outcomes of the Every Child Matters agenda. To facilitate this, the activities that pupils and staff wanted to see offered as part of the Enrichment programme were matched with the five strands of the Every Child Matters agenda. This information is shown in Appendices 5 and 6. It goes without saying that activities tended to fall into some of the categories more easily than others do.

In the *Be Healthy* strand, the activities suggested mainly centred on a variety of sporting activities from the very sedate walking to the not so calm wrestling, suggested by one lively pupil! The pupils also suggested activities that fell outside of the schools financial capacity, like quad biking, whereas thankfully staff tended to suggest more easily affordable options like netball and line dancing. Also included in this category was cookery, which had always been popular at the school.

In the *Stay Safe* strand, staff suggested a number of activities including alcohol awareness and drugs education. They also suggested first aid, which later proved to be a very popular activity with the boys. Perhaps not surprisingly, none of the activities suggested by the pupils themselves could be grouped into this strand.

In the *Enjoy and Achieve* category, the pupils were able to suggest a good number of interesting activities that they wanted to try including radio controlled cars, working with animals and model making. Suggestions from staff in this category tended mainly to be in line with teachers' and teaching assistants' individual interests and hobbies and included activities as diverse as astronomy, batik and herpetology.

In the *Make a Positive Contribution* strand, the only activity suggested by pupils was helping in the local dogs rescue centre – where some pupils had previously carried out their work experience. Staff suggested working with local elderly people as well as activities to help the pupils stay out of trouble like anger management courses.

In the final category, *Achieve Economic Well-Being,* all of the activities suggested came from the staff. These activities mainly centred on activities that would help pupils prepare for the next stage of their lives like interview skills, extended periods of work experience and personalised literacy and numeracy programmes.

The final decisions on which activities to choose was a difficult one. On the one hand, it was felt important to run activities that the pupils would enjoy. On the other hand, the Programme gave the staff the opportunity to provide activities for pupils that they had not previously experienced, often since they did not have the financial means to do so. Staff also wanted to provide activities that would help pupils develop their transferable skills. In the end, it was a question of selecting a balance of activities, that were within the budget and which staff felt would allow pupils to achieve at least some, if not all, of the outcomes of the Every Child Matters initiative.

1.8 Contents of the alternative curriculum

A vast amount of information was gathered during the preparation stage in order that informed decisions about the range of activities that would be offered to pupils as part of the Enrichment Programme could be made. Using the results of the audit of staff expertise, the initial summaries that staff had produced about their proposed activities, the information from the Individual Learning Plans and the pupils expressions of interest, a small team of staff set about drawing up a definitive list of the activities that would be offered to pupils in the first half term of the Enrichment Programme.

When selecting the activities, staff needed always to remember the core purpose of the Enrichment Programme - namely to encourage pupils to attend school more, to improve standards of behaviour, to help pupils develop a better attitude to learning and finally to increase their academic ability. Staff were aware of the importance of getting the balance of activities right, especially in the first half term. It was important to ensure that the Enrichment Programme would not be viewed as an easy option for pupils and that all the activities would offer pupils the opportunity to demonstrate that learning had taken place.

The final decision concerning the activities that would initially be offered to pupils was based on a number of key issues including the cost of each activity, the availability of the venues chosen, the time of year and the number of staff willing to run each activity. The cost of each activity was obviously a major consideration since whilst

money to fund the Enrichment Programme had been agreed by the Governors and set aside in the budget, it was not a bottomless pit and staff were under no illusions that some of the proposed activities would make a serious dent in the allocated resources.

The activities that were finally selected for the first half term included:

School Based Activities - In the first half term the school based activities offered to pupils included art, design and technology, ICT, steel pans, cooking, drama, guitars, craft, gardening, ceramics, textiles, DJ Skills, film studies and computer club.

Outdoor Activities – These activities included orienteering, snowboarding and archery all of which took place at two local outdoor activity centres. The school purchased a set of mountain bikes and biking formed part of the outdoor education activities programme in the first half term. Also included in this category were visits to local places of interest, which would be made on public transport thus providing an opportunity for pupils to gain experience of using buses and trains. There were also opportunities for pupils to be involved in projects provided by agencies such as NACRO (National Association for the Care and Rehabilitation of Offenders).

Basic Skills - Pupils who were identified as having gaps in their knowledge and skills possibly due to periods of non-attendance at school or who had moderate learning difficulties were offered activities that would help them improve their literacy and numeracy skills. By choosing these activities, it was anticipated that pupils would

make progress in these areas, which would boost their confidence. In order not to stigmatise pupils who chose these activities, they activities were just known as Reading (for literacy) and Quizzes and Board Games (for numeracy).

Vocational and Training Courses - The school was successful in obtaining a small number of places at a local Further Education College. The vocational courses available to pupils at the school were bricklaying, plumbing, painting and decorating and mechanics, although these were offered only to pupils in Years 10 and 11. There was also the opportunity for a number of pupils to undertake periods of extended work experience.

Once the final list of activities was agreed, an information sheet was distributed to pupils providing brief explanations about each activity. Some of the activities were available for all pupils whereas others were limited to pupils in certain years, which ensured that older pupils still had some opportunity to participate in the Enrichment Programme, whilst at the same time making sure that they continued with their examination courses. The final list of the activities offered to pupils in the first half term is included in Appendix 7.

Pupils were asked to select their first, second and a third choice for each of the activities but it was explained to them that they could not be guaranteed their first or even second choice of activity. This gave staff the opportunity to separate certain pupils, where this was deemed advantageous. The activities chosen by pupils in the first half term of the Programme are shown in Appendix 8.

Once the pupils had made their choices, staff began the task of selecting the activities that would run and organising pupils into suitable groups. Pupils in Key Stage 3 were offered a choice of activities on five afternoons a week; pupils in Year 10 were offered activities on three afternoons a week and pupils in Year 11 were offered activities on one afternoon per week due to their examination courses. Since the experience of the Year 11 pupils in the Programme was limited, this research only considers the impact of the Programme on pupils in Years 7 to 10.

After the list of viable activities was compiled, staff were asked to produce outline schemes of work. Staff were advised that the Enrichment Programme should carry the same status as the other curriculum areas and it was therefore important that schemes of work were written, that lessons were planned and that appropriate resources were prepared. Staff were asked to ensure that the content of their activities was academically demanding whilst at the same time to be of immediate practical use and enjoyment to the pupils. An example of one of the outline schemes of work is shown in Appendix 9.

1.9 The implementation of the Enrichment Programme

In September 2006, the planning stage was completed and the Enrichment Programme was finally implemented. The pupils began the new term and the Enrichment Programme with great excitement. In the mornings, pupils followed condensed National Curriculum programmes of study whilst the afternoon sessions were given over predominantly to the Enrichment Programme. Pupils in Key Stage 3 followed a different activity every afternoon whilst pupils in Key Stage 4 followed a more limited choice of between one and three afternoons a week, dependant on their individual examination subjects.

The Enrichment afternoons provided the pupils with a range of experiences, enabling them to learn new skills, discover new interests and develop their social and communication abilities as well as increase their confidence and self-esteem in a safe and supportive environment. Each activity had no more than eight pupils, which meant that there was considerable scope for the teachers and other adults involved in the activities to help pupils make good progress in their learning. Pupils also had the opportunity to work alongside other pupils from different year groups and of different abilities.

A key aspect of the Enrichment Programme was the opportunity it afforded to pupils to build positive relationships with the staff leading their chosen activity. The importance of developing positive relationships to the personal development of pupils with behavioural difficulties is well documented in the literature. Wills (1971b) wrote

that, when working with children and young people with behavioural difficulties, it is the teachers that will ultimately make the difference and Laslett (1977) identified that children and young people with behavioural difficulties need to make and sustain positive relationships instead of constantly testing out the adults they come across.

Decades later, this idea is echoed by several other authors like Bentley (1997) who discusses the significance of pupils having access to a range of adults who act as role models, Daniels et al. (1999) who argue that the ability to develop genuine caring and learning relationships is an important skill for pupils to acquire if they are to be integrated members of their community and Porter (2000) who said that for pupils with behavioural difficulties, relationships are essential to provide emotional safety, protection, trust and acceptance from others. More recent studies by Medcalf (2012) and Moon (2012) both identify the importance of the relationship between adults and children as a key factor in transforming troubled lives and highlight how confidence and trust are essential for bringing about desired change.

The literature informs us that a sense of humour is important in developing solid relationships with pupils. Cole et al. (1998), Porter (2000) and Visser (2002) all argue that having a sense of humour is a vital component in any approach to working with pupils with BESD. In developing the Programme, it was considered important not to try to coerce teachers into leading any activity that was not of their choosing, since it was felt that colleagues who genuinely wanted to deliver sessions would do so with more enjoyment and humour and this, in turn, would help pupils develop the type of relationships that many of them badly needed.

Another important aspect of the Enrichment Programme was the development of the clear structures and boundaries within which the pupils were required to operate. The literature (Cole et al., 1998, Visser, 2002) discusses the need for clear boundaries when working with children with BESD with a common theme being that any boundaries imposed need to be flexible. Cole et al (1988) state that approaches which have a rigid structure are very unlikely to be effective, a view which is supported by Visser (2002) who believes that for any approach used with pupils with BESD to be successful, boundaries must incorporate a degree of flexibly so that they bend but never break. It was expected that with all the activities, staff would set clear but flexible boundaries that would allow all pupils to be successful.

At the end of each half term, staff wrote a brief report on what the pupils had achieved in the activities in which they had participated and this was sent to parents along with the usual school report. An example of one of the reports is shown in Appendix 10. As the Programme progressed, individual records were kept of the activities chosen by pupils (see Appendix 11), which enabled staff to check that pupils had chosen a broad and balanced selection of activities. Appendix 12 shows the total number of half terms overall in which the pupils participated in the Programme.

1.10 Summary

This chapter has presented an insight into the design and implementation of a new alternative curriculum that was introduced into a maintained local authority school for children with behavioural, social and emotional difficulties. At the time this research was carried out, all the pupils involved in the research had a statement of special educational needs, which named behavioural, social and emotional difficulties as their primary special need. It was expected that the pupils, most of whom had a history of challenging behaviour, a record of underperformance at school and of non-cooperation with adults, would find the new curriculum exciting and this would motivate them to attend school more and to behave better once they were in school. It was also anticipated that this improved attendance and behaviour would lead in due course to an increase in their achievement.

This chapter has discussed the rationale behind the implementation of the new curriculum, which was introduced in response to a report written by an HMI Inspector following a monitoring visit to the school. The HMI Inspector found that the educational provision was not acceptable and this led to a number of visits to other schools to investigate good practice. As a result of these visits, the decision was made to introduce a new curriculum into the school and a formal temporary disapplication of some areas of the National Curriculum was made, which allowed the school to run an alternative curriculum alongside a reduced National Curriculum.

In addition to the obvious skills that pupils would learn from the activities they choose, such as skiing or riding a mountain bike, the activities that formed the alternative learning programme were also designed to help the pupils to develop a range of generic skills and attributes, like time management skills, problem solving skills and teamwork. It was also expected that some activities would help the pupils become more skilled at managing their own learning and help them think more independently.

The introduction of the programme was met with enthusiasm from both the pupils and the staff. Sound in the knowledge that clearly defined boundaries are essential in any approach when working with pupils with BESD, the staff running the activities ensured that pupils knew what was expected of them and, in the main, they appeared to accept the boundaries that had been set and operated within them. The teachers and teaching assistants showed a genuine concern for the children in their groups and gradually, as the Programme progressed, faith in the potential for goodness of the pupils began to be restored with most of the pupils for their part seeming genuinely happier in school as a result of the Programme.

In the course of this research, a number of sets of data were analysed to determine the extent to which the Enrichment Programme had made a positive difference to the pupils who followed it. With each of the categories of data that were collected, comparisons were made of the situation before, during and after the introduction of the Enrichment Programme. All of the data needed for this research were easily accessible within the research location; some of it were gathered solely for the purposes of this research, whilst other data used in the research had already been

collected as part of the school's normal monitoring procedures. From the outset, it was anticipated that the data would be supportive of the research prediction since the school's stakeholders wanted to see concrete evidence that the time and money invested in the Enrichment Programme had been worthwhile.

CHAPTER 2 - LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature that has informed this piece of research into the effects of the introduction of an alternative curriculum in a school for children with BESD. It is generally accepted that literature is a valuable source of information in the form of written documents (Chenitz, 1986) and so a study of the literature that is already written on a particular subject is thus essential for establishing the background and significance of a study. It may also provide an indication of how a new piece of research could add to existing knowledge and theory.

There is a wealth of guidance available to novice researchers about the best way to undertake a literature review, offered by those who have undergone such a process. In carrying out this literature review, the advice offered by Glaser (1978), Chenitz (1986) and Strauss and Corbin (1990) against being overly influenced by preconceived ideas and the theoretical framework of others was amongst the most useful for the researcher. Chenitz (1986) in particular advises researchers to maintain a cautious and sceptical attitude to the literature particularly in the early stages when they 'can unconsciously fall into accepting what is written' (p. 45). She adds however that 'as the study progresses, the danger of latching onto an idea, concept or theory is decreased as the data collection and analysis progress (p. 45).

There is also a wealth of literature on many of the themes contained within this research. Given the vast amount of literature to be considered, the author decided that the benefits of early interaction with the literature would outweigh the dangers of undue influence from the literature and thus the literature review was carried out at the outset of this research.

In order to set this research within a conceptual framework, a number of key themes are discussed, beginning with the concept of behavioural, emotional and social difficulties and considering how the definitions of BESD have changed over time. As there are a number of ways in which behaviour difficulties can be described, this section also discusses the concept of value judgments and how the way in which a child is described can have an effect on how they behave and on how others view them. The next section considers how perceptions of what constitutes behavioural, emotional and social difficulties have changed over time and how various paradigms have shaped the views of educators of children and young people with behavioural difficulties.

The literature review discusses the history of education of children and young people with BESD and the establishment of the first maintained special schools for such children. It then considers the various pieces of legislation that have guided the current agenda of inclusion, which has strengthened the educational rights of children and young people with special education needs.

This chapter then looks at the inclusion of children with special needs, and particularly those with behaviour difficulties, in mainstream schools and discusses whether the inclusion of pupils with special needs and high academic standards are possible or whether these are mutually exclusive concepts.

The next section of this chapter review some of the literature covering curriculum issues, including what constitutes the most appropriate curriculum for pupils with BESD, some of whom may also have learning difficulties. With some children, these learning difficulties may have caused or aggravated their emotional and behavioural difficulties whilst for others their emotional and behavioural difficulties may have given rise to their learning difficulties as their aggression, depression or hyperactivity has impeded their access to the curriculum (SEBDA, 2006).

The literature surrounding the merits of alternative education is then discussed, including the benefits of offering an alternative curriculum to pupils with BESD, who may be unable to cope with the demands of the National Curriculum. Finally, this chapter looks at some of the literature on positive psychology, with a view to discovering what motivates pupils within a specialist setting and how an alternative curriculum might be a way of influencing change.

2.2 Defining Behavioural, Emotional and Social Difficulties

The consensus amongst pedagogues who work with children with behavioural, emotional and social difficulties is that BESD is a concept that is almost impossible to define (Daniels et al., 1999, Visser, 2001). Despite many professional discussions by experts in their discipline, the field of BESD remains an imprecise concept, with Daniels et al. (1999) noting that defining BESD is at the best of times 'fraught with difficulties' and the Social, Emotional and Behavioural Difficulties Association (SEBDA) referring to BESD as an 'imprecise umbrella term' (2006, p.1). More recent literature (Visser, Daniel and Cole, 2012), says that over the years there has been an increase in the range of terminology used, with each new descriptor seemingly having a precise set of diagnostic criteria to identify those with the condition.

Children now identified as having BESD were first described as 'maladjusted'. 'Maladjustment' served as the official descriptor for pupils with behavioural difficulties from around the time of the 1944 Education Act, when it was included as one of the eleven categories of 'handicap' that children might have. The Act defined the maladjusted as pupils who showed evidence of emotional instability or psychological disturbance and who required special educational treatment in order to realise their personal, social or educational readjustment. The term maladjusted gained further recognition in the regulations that followed the 1944 Act and was used for some 40 years until, following the publication of the Warnock Report in 1978, it was replaced with the term emotional and behavioural difficulties.

Today, however, it is considered inappropriate to use the term ‘maladjustment’ as this implies that maladjustment is condition that requires treatment. It is now widely accepted that for most children, it is the cumulative interactive effects of the different parts of their lives, which give rise to their challenging behaviour (DfE, 1994). Given the increased awareness of the range of factors associated with BESD, it is thus now more appropriate to separate the child from the special educational need. By talking about children with emotional and behavioural difficulties at the very least ensures that pedagogues see ‘the child first and the descriptor afterwards’ (Visser, 2002).

Using the term EBD (it was not until the publication of the SEN Code of Practice (DfEE, 2001a) that the term included the word ‘social), the behavioural difficulties faced by some children were first recognised as a special educational need in the DfE Circular 9/94. The circular defines EBD by saying that the children's difficulties presented lie on a ‘continuum between behaviour that challenges teachers but is within normal, albeit unacceptable, bounds and that which is indicative of serious mental illness’. According to the Circular, emotional and behavioural difficulties, which range from social maladaption to abnormal emotional stress are persistent though not necessarily permanent. They may manifest themselves in many different forms and severities and may become apparent through withdrawn, passive, depressive, aggressive or self-injurious tendencies. They may have one or more causes, and may be associated with school, family or physical or sensory impairments. According to the DfE, determining whether a child has EBD depends on the ‘frequency, persistence, severity or abnormality and the cumulative effect of the behaviour in context’ compared to ‘normal’ children (DfE, 1994, p.8).

The definition within the Circular 9/94 (DfE, 1994) seems to be one which meets with the greatest consensus (Cole et al.1999) and yet despite the apparent widespread acceptance of the definition, the field of BESD still lacks a precise and universally accepted definition. There are two reasons for this - the first is that the discourse surrounding special educational needs has no absolutes and no clear guarantees regarding who has special needs. This has much to do with the complexities used in the measurement of disability and with the range and variability of what is considered to represent the value judgement of normality. The second reason it is difficult to define BESD and to describe the problems faced by children who experience BESD is because how we describe a problem is, in part, how that problem has been constructed. A behavioural problem can vary according to differing perceptions depending on social context, moral codes, cultural norms and historical periods and, as such, one adult's judgement may disagree with the judgements of another adult because of different social contexts, moral codes and levels of tolerance (Ayers, Clarke and Murray, 2000, p. 8).

This lack of shared understanding and different perceptions of the concept of BESD lead to it being described as 'a professional arena that is littered with terms such as delinquent, challenging, disaffected, phobic and disturbed, which each of us believes has a meaning shared by colleagues. This, according to Visser (2002) is 'a dangerous assumption to make even between members of the same professional agency'.

This inconsistency amongst professionals can have serious consequences when it comes to making appropriate referrals for children with special needs. Research by Soles et al. (2008) explored teachers' perceptions of children with behavioural, emotional and social difficulties and found that a teacher perception of children's behaviour can influence the nature, degree and frequency of positive and negative interactions. Soles points out that teachers are critical in the referral process, as their perceptions of children with SEBD (as it is referred to by Soles) and their understanding of problem behaviours will often guide strategies (Soles et al., 2008).

Although it can be argued that it may not always be helpful within the confines of a school or other setting to assign any label to an individual child (Graham, 2010), the term 'Behavioural, Emotional and Social Difficulties' (or the same words but in a different order) is the term now accepted by educationalists to describe the difficulties faced by children who display a wide range of inappropriate behaviour. The term behavioural, emotional and social difficulties covers a wide range of SEN. It can include children and young people with conduct disorders, hyperkinetic disorders and less obvious disorders such as anxiety, school phobia or depression. There need not be a medical diagnosis for a child or young person to be identified as having BESD, though a diagnosis may provide pointers for the appropriate strategies to manage and minimize the impact of the condition (DCSF, 2008c).

2.3 The changing perceptions of children with special educational needs

Since the Second World War, the dominant perspectives on the care and education of children with BESD have changed (Laslett, 1998). According to Laslett (1998), the changes that have taken place start with the 'recognition of the increasing interest and concern in the education and care of children with emotional and behavioural difficulties'. These changes have been influenced by various ideologies that have developed over time, both because of changes in our knowledge about the causes of various medical conditions and by changes in society's values and attitudes. In the past, special education has focused more on the individual functional disorders of pupils with special needs whereas now there is a more comprehensive and contextual approach. This gradual change has been reflected in the identification by Skidmore (2004) of three dominant paradigms in special education - the psycho-medical, the sociological and the organisational paradigms. According to Skidmore, each paradigm draws on a distinct theoretical framework to explain complex phenomena and aid our understanding of behavioural difficulties in children.

Emerging in the 1970's the psycho-medical paradigm was the result of various theories about the causes of special educational needs. Within this paradigm, children with BESD, who at the time were labelled 'maladjusted', were considered to have some form of syndrome, condition or other medical or psychological deficiency that caused them to experience their behavioural difficulties. Skidmore commented that these behaviour difficulties were the result of 'deficits in the neurological or

psychological make-up of the child, analogous to an illness or medical condition' (Skidmore, 2004, p.2).

Regarding the education of such children, at the time the psycho-medical paradigm was the current line of thinking, the view was that it was impossible to teach children with behavioural difficulties without first addressing the problems that caused their poor behaviour (Laslett, 1998). He argues that in an attempt to 'cure' the behavioural issues of maladjusted children, teachers sought help primarily from psychiatrists, psychiatric social workers and psychotherapists, who understood psychological disturbance and emotional instability and how these conditions affected children. The teachers of children with SEN thus received advice with a medical model of illness in mind and any interventions the teachers made to help their pupils focused around a medical diagnosis.

This psycho-medical paradigm remained in vogue until the 1980's when following the publication of the 1981 Education Act, in which special educational needs were defined as a' learning need necessitating special educational provision', there was a distinct paradigm shift. The psycho-medical paradigm was replaced with the sociological paradigm which shifted thinking away from the idea that special needs was the result of neurological deficits and towards the notion that special needs was a learning difficulty. According to Skidmore (2004), within the sociological paradigm, special education could be described as a 'sorting mechanism, contributing to the reproduction of existing social inequalities by siphoning off a proportion of the school

population and assigning them to an alternative lower-status educational track' (Skidmore, 2004, p.4).

Further writing by Ainscow (2007) criticises both the psycho-medical and sociological paradigms since neither of these paradigms question why schools appear to be unsuccessful in teaching many children. A third paradigm, the organisational paradigm, then emerged based on the belief that difficulties in learning are seen as arising from deficiencies in the ways in which schools are organised (Skidmore, 2004). Within this paradigm, Skidmore (2004) describes a convergence around the notion of inclusive schools, which are able to respond to the full diversity of special educational needs found in a school population.

In order for schools to be able to respond to the needs of all pupils, they would need to be restructured in order to accommodate for greater student variance and to cater adequately for the educational needs of all students in the local community, including those with severe behaviour disorders who would previously have attended a separate special school. This restructuring would produce a system of schooling which is better adapted to meeting the educational needs of all pupils and which would, therefore, 'eliminate or reduce to a minimum the problem of students who fail to fulfil their learning potential in the formal education system' (Skidmore, 2004, p.7). The organisational paradigm is thus important in the education of children with BESD, since it is within this framework that pupils with BESD, who would previously have attended special schools, would be educated alongside their peers in

mainstream schools, such schools having been allocated sufficient resources and facilities to be able to cope successfully with such pupils.

This gradual shift in paradigms from the psycho-medical through to the organisational paradigm acknowledges the general acceptance that behavioural difficulties are no longer located solely within the individual but that environmental factors, which may affect a child, should also be taken into consideration (Skidmore, 2004) . Research by Cole et al. (1998) has shown that in many cases, a child's difficulties may arise because of issues in their home circumstances. Such problems can include strained relationships between the child's parents, broken marriages, financial difficulties, problems with siblings, relationships with stepparents or stepsiblings, parental involvement in drugs or alcohol abuse, poor housing, parental depression and physical abuse, all of which can have a profound effect on a child's behaviour.

2.4 The history of education of children with BESD

The education of children with BESD has been a topic of discussion since the nineteenth century when according to Cole, Visser and Upton (1998) 'children now deemed EBD presented problems to society in Victorians times' (p.4). Victorians had difficulty deciding where the children they labelled as 'problem' children should be accommodated and help was sought from a range of providers. In Victorian schools, as indeed in schools in modern times, teachers were faced with pupils with a wide range of difficulties, some learning and some more behavioural in nature, which they could not easily accommodate. This was particularly problematic for Victorian teachers since part of their salary was dependant on the rate of examination passes in their classes and thus it was in their own interests to have in their classes only those children who they perceived were capable of being successful in examinations. According to Frederickson and Cline (2002), this led to the 'rejection by mainstream schools of slow learning and emotionally disturbed children and to the expansion of the special school sector (Frederickson and Cline, 2002, p. 67).

The special school sector started to grow in the 1930s with the foundation of the first LEA schools for the maladjusted. The importance of early referral was increasingly recognised, and maladjustment was now seen as having manifestations in passive introverted behaviour, as well as in disruptive or anti-social forms of conduct. At this time, the number of staff employed in guidance clinics (for examining maladjusted children) had begun to increase and training courses were provided for teachers and house staff concerned with maladjusted children. In 1950, the Minister of Education

appointed a Committee, the Underwood Committee, to enquire into and report upon the medical, educational and social problems relating to maladjusted children, with particular reference to their treatment within the education system.

Provision for maladjusted pupils expanded in the decade after the war and the Underwood Committee found that whereas in 1945 there were 79 child guidance clinics, a few hostels, a few independent boarding schools and two day special schools (DES, 1978), ten years later there were some 300 child guidance clinics, about two-thirds of which were provided by Local Education Authorities, 45 boarding homes or hostels, 32 boarding special schools, three day special schools and a number of special classes. In addition, local education authorities had placed over 1,000 maladjusted children in 158 independent boarding schools and provided education for seriously disturbed children in six children's departments of mental hospitals.

In 1969 the Children and Young Persons Act came into force, under which responsibility for Approved Schools was devolved from the Home Office to local social services authorities and they were renamed Community Homes with Education. The legislation began to bring about a change in philosophy regarding the education of young people with behavioural difficulties to varying degrees. Although some Approved Schools did continue despite the new legislation, the Approved School system officially ended on 31 March 1973 and The Community Home system came into operation on 1 April 1973. By 1 April 1975, the number of institutions that had become Community Homes had increased to 2,430.

By the mid-1970s, there were still a relatively small number of special schools and, of those that did exist, some choose to operate following the Community Home model. They adopted a psycho-medical approach and saw themselves as therapeutic communities whose aim was to focus more on medical and psychotherapeutic care and counselling than on academic education.

The fact that children with behavioural difficulties were being educated in a vast range of provisions led the DES to note in 1974 that 'only force of circumstance dictated whether a child went to a school for the maladjusted or to a Community Home with Education' (Cole, Visser and Upton 1998, p.5). In these Community Homes with Education, which were administered by social services departments as opposed to education departments, a much greater emphasis was placed on the care and containment of children than on their academic education. The main focus of the care homes was to keep the children with BESD – who were then, just as now, predominantly boys – occupied and help them to find a vocation, which would make them a useful member of society. At the time, this was considered to be more of a priority than seeking to equip them with the skills for learning. This was in line with the long belief held at the time that conventional education was only for the children who were sufficiently 'recovered' to receive it (Bridgeland 1971, Wills 1971b).

The haphazard placement of children in either special schools or Community Homes with Education was mirrored by the continual movement of teaching and care staff between schools and care homes and this led to a sharing of practices and beliefs amongst professionals (Bridgeland 1971, Wills 1971b). Professionals who had

previously worked in childcare establishments went to work in boarding schools for the maladjusted, whilst others moved in the opposite direction by transferring from schools to care homes (Cole, Visser and Upton 1998, p.6). In 1978, the education of children with special education needs began to change again following the publication of the Warnock report in which the concept of integrative, later known as inclusive, approaches to education was introduced.

2.5 Inclusive education

There are many definitions of the word inclusion, most of which are centred on respecting and valuing differences amongst individuals and about the creation of a more equitable world. Inclusion within the field of education is part of a broader goal of working towards an inclusive society. A useful definition of inclusive education comes from O'Hanlon and Thomas (2004), who describe inclusive education as being about 'extending the comprehensive ideal in education and developing an education system in which tolerance, diversity and equity are striven for' (O'Hanlon and Thomas in Skidmore, 2004, p. ix). The discourse surrounding inclusive education focuses mainly on the development of inclusive school cultures, which are acceptant of pupil individuality and difference. An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matter, evidenced in their ethos and their willingness to offer new opportunities to pupils. The most effective schools constantly monitor and evaluate the progress each pupil makes, identify any pupils who may be missing out or who are difficult to engage and take practical steps to meet their pupils' needs effectively.

The inclusion of children with special educational needs in mainstream schools followed the publication of the Warnock Report in 1978. The report concluded that, although 20% of children in the school population could have SEN, only 2% of these might need support over and above what a mainstream school could provide. Specialist provision would therefore only be needed for these 2% of children, with the rest being able to be educated in a mainstream setting.

The Warnock Report gave rise to the Education Act 1981, which changed the conceptualisation of special educational needs by introducing the idea of an 'integrative' - later known as 'inclusive' - approach to education, based on common educational goals for all children regardless of their abilities. The 1981 Act also formalised the statementing process by introducing the requirement that LEAs identify and assess pupils requiring additional provision.

The 1981 Act was eventually surpassed by the Education Act 1993, which required the Secretary of State to issue a Code of Practice on SEN giving practical guidance to LEAs and to the governing bodies of all maintained schools about their responsibilities to children with SEN. The general principle of the 1993 Act was that children with special educational needs should, where parents wanted, be educated at mainstream schools subject to the following three conditions -

- that the mainstream school was able to ensure that the learning needs of the child with SEN could be met;
- that the school could at the same time provide efficient education for other children at the school and;
- that the resources in the school were being used efficiently

(Education Act, 1993)

In its paper ‘Excellence for all children, Meeting Special Education Needs’ (DfEE, 1997), the Government signalled its commitment to raising standards of achievement for pupils with Special Educational Needs (SEN). In the foreword to this paper, the then Secretary of State for Education and Employment, David Blunkett MP, detailed the approach the Government would take to improve the achievement of children with SEN. The approach had six themes, one of which was, wherever possible, to promote the inclusion of children with SEN within mainstream schooling.

Further support was given to the inclusion agenda in 1994 when the Government gave public support to the UNESCO statement, also known as the Salamanca statement, on Special Needs Education. This statement called upon all governments to ‘adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise (UNESCO, 1994, p.9). According to Dyson (2005), by showing support for international movement towards inclusive education, the Government ‘positioned itself at the forefront of thinking in the field and all seemed set for the rapid development of an education system that would be a world leader in terms of inclusion’ (Dyson, 2005).

A number of government papers followed the Unesco statement including the Code of Practice for the Identification and Assessment of SEN (DfEE 1994) which was designed to ensure that pupils identified as having SEN remained, wherever possible, within a mainstream school and received the same curriculum entitlement as their peers with a range of additional measures to support them.

In the subsequent Green Paper, Excellence for all Children (1997) the government listed a number of measures that could promote greater inclusion including:

- Targeting specific grants towards measures which would enhance the ability of mainstream schools to include pupils with SEN
- Setting standards for schools to improve their ability to provide for a wide range of special needs
- Ensuring LEAs secured a mainstream school placement for pupils where this accorded with their parents' wishes
- Encouraging special schools to become more like services, providing resources and expertise to local mainstream schools
- Requiring all children to be registered on the role of a mainstream school (DfEE, 1997, p. 47)

A number of other publications (DfEE, 1998, DfEE, 1999) as well as the Special Educational Needs & Disability Act (SENDA) 2001 further reinforced the Government's commitment to the inclusion of children with SEN in mainstream schools. A revised Code of Practice on SEN (2002), incorporated amendments from the SENDA together with new SEN Regulations. After the implementation of SENDA, local authorities were required to place children with SEN in mainstream schools unless it was incompatible with efficient education, the efficient use of resources or went against the wishes of the parent. Faced with falling numbers, the push towards including more children with special educational needs in mainstream schools means that special schools have had to consider their changing role.

2.6 The inclusion of children with BESD in mainstream schools

At any one time, a substantial proportion of young people with BESD receive their education outside of the mainstream system. Research by Topping (1983) has shown that once pupils have spent time away from mainstream education in a Pupil Referral Unit (PRU) or special school, it is usually much more difficult for them to return to a mainstream school. In the long term, those who are not educated in mainstream schools tend to have lower status occupations, less stable career patterns and greater unemployment in comparison with others sharing similar backgrounds (Hibbett and Fogelman 1990a, 1990b). For these reasons, it is preferable to educate as many pupils with BESD as possible within the mainstream system. It is accepted, however, that these pupils are the biggest challenge to the good running of schools since they may not respond to even the best teaching. The difficulties of including children with BESD in mainstream schools have been acknowledged by the government, who stated that mainstream schools' should do all in their power to include and educate all the pupils on their roll' but at the same time recognised that in the case of a small number of pupils this may be difficult, and in some cases impossible (DES, 1989).

This issue was further recognised in the publication Meeting Special Educational Needs – A Programme of Action (1998), which contained a caveat about the inclusion of children with BESD in mainstream schools. This caveat provided the opportunity for such pupils to be dual registered at both special and mainstream schools, following an alternative curriculum where appropriate (DfEE, 1998).

These special arrangements were made in an attempt to try to address the particular challenges faced by some mainstream schools that have pupils who threaten the smooth running of the school. These challenges were recognised by Ofsted, who in 2004 reported that 'the issue of admissions of pupils with social and behavioural difficulties was proving the hardest test of the inclusion framework and the one over which conflicts between meeting individual needs and the efficient education of other children were the most problematic to reconcile' (Ofsted, 2004).

The conflict to which Ofsted referred is centred on the extent to which a school can be both inclusive and meet the individual needs of a child, whilst at the same time enabling the rest of the school to achieve high academic standards. The perception is that having high proportions of pupils with special educational needs (and in particular those with BESD) in a mainstream school will have a negative effect on examination results and league tables. The dilemma faced by head teachers to be at the same time both competitive and inclusive is discussed by Thomas and Vaughan (2004) who argue that 'Pressures of all kinds – to be successful in examinations, to meet targets – lead schools to reject rather than accept children who are likely to drive down results' (Thomas and Vaughan, 2004, p.190). This view is supported by Abrams (2004), who suggests that in pursuit of high academic achievement, whilst schools may be reasonably happy to accommodate pupils with physical disabilities, they may be more likely to exclude those with behavioural problems. She asks whether 'pupils in wheelchairs arrive at the front doors of their local schools while their more difficult classmates are disappearing out of the back' (Abrams, 2004, p.1).

This viewpoint is contradicted, however, by research commissioned by the DfES (2004a), which showed only a small statistical relationship between the level of inclusivity in a school and the attainment of its pupils. According to the research, the relationship between inclusion and school performance could be explained by the fact that schools with higher levels of inclusion tend to be those serving more disadvantaged and lower-attaining populations. The conclusions from this research are that the current national commitment to maintain pupils in mainstream schools wherever possible is unlikely to have a significant impact on overall levels of attainment at school level (DfES, 2004a). The government's research (DfES, 2004a) is supported by Farrell et al. (2007), who reviewed a large number of papers on the subject of whether the placement of pupils with SEN within mainstream schools has an impact on academic and social outcomes for pupils without special educational needs. He concluded that there are no adverse effects on pupils without special needs of including pupils with special needs in mainstream schools.

Later research by Leney (2008), on the other hand, refuted the government's research and concluded that the inclusion agenda does penalise schools with high numbers of children with SEN despite the publication of contextual value added figures. The dilemma faced by head teachers, therefore, is do they boost special needs resources to do their best for children who stand little chance of enhancing league table positions, thus attracting even more pupils with SEN, or do they pursue exam excellence and quietly discourage pupils with special needs from coming to their school at all.

With regard to the education of children with BESD, Gray and Panter (2000) say that all schools should accept collective responsibility for the education of challenging pupils and should work together to maximise their capacity to meet the needs of such pupils. They state that although the Government refers to the benefits of schools working together, this is not the overall direction of government policy, which still sees schools as self-contained establishments. They argue in favour of a special weighting for schools with large number of pupils with SEN, which would boost their league table rankings, and favour additional financial incentives for those who take more children with SEN than neighbouring schools.

Whether or not large numbers of pupils with special needs are contrary to the achievement of high academic results, according to Gray and Panter (2000) the government will need to ensure that the use of league tables do not penalise schools that seek to become truly inclusive institutions (Gray and Panter, 2000). Schools that decide to commit to the inclusion agenda must demonstrate that inclusion is reflected in their day-to-day practices. It is not acceptable for schools to call themselves inclusive and then educate pupils with SEN in a ‘special’ unit as the segregation of pupils within these ‘units’ merely replicates the existence of a special school.

2.7 The role of special schools for pupils with BESD

According to Booth (1983), one of the main reasons why mainstream schools exclude pupils with BESD is because they have failed 'to adapt their curricula and form of organisation to diverse needs and interests' (p17). When, for whatever reason, a mainstream school decides that it is no longer able to meet the needs of a pupil with behavioural difficulties, such pupils are then often moved to a special school that caters specifically for children with BESD. Many pupils who are moved to special schools have statements of special educational need, although some arrive following their exclusion from a mainstream school without a statement. The special needs of some of the pupils may be temporary, perhaps provoked by sudden traumas in the family, or they may have a long history of seriously disturbed or delinquent behaviour. Alongside these pupils may be children with conditions such as Tourette's, Asperger's Syndrome or psychiatric disorders and therefore schools for children with BESD often cater for pupils with a very diverse range of emotional, social and behavioural difficulties.

Whatever their particular difficulty, pupils classified as having BESD are can be difficult to teach and this places their teachers under considerable pressure to provide a worthwhile and coherent education, which enables them to make progress comparable, where possible, with that of their peers in mainstream schools. Special schools are often seen as a last resort and many are obliged to accept pupils who the Local Authority considers to be outside the capacity of a mainstream school.

The literature identifies two contrasting views of the role of special schools for pupils with BESD. According to Tomlinson (1982), the primary function of special schools for children with BESD is to 'facilitate the removal of troublesome and disruptive children from the mainstream system, which is thereby permitted to continue undisturbed in its task of delivering an academic curriculum to the majority' (Tomlinson, 1982). This viewpoint thus argues that the role of special schools is therefore to protect the children in mainstream schools from those who are not able to be educated in such schools or, in other words, the role of special BESD schools is to protect the many from the few.

Whilst this indeed may be the view held by some, the literature also proposes a contrasting view, namely that the role of special schools is to provide for its pupils the education that mainstream schools are unable to provide. Visser, Daniel and Cole (2012) argue that for some children, mainstream schooling may not be appropriate to meet their needs. If this viewpoint is accepted, the first role of a special school is thus to try to identify why a child has not engaged in education in a mainstream setting. This may lead to discussions about the insecurity of some children, their inability to articulate their feelings, their desire to withdraw from education and their subsequent low achievements, their inability to make good relationships with adults or their peers and their desire to act out their feelings of anger and failure by disrupting the progress of others. Identifying and understanding why a child has previously failed to engage in education and what lies behind their negative attitudes helps special schools to plan focused intervention for such children.

A range of authors including Ayers et al. (2000), Kauffman (2001), Laslett (1998), Porter (2000) and Whelan and Kauffman (1999) offer a variety of approaches that have been found to be successful in working with children with BESD. It is evident that many of these approaches are based upon a belief that behaviour, whether learned, or arising from a medical condition such as ADHD or derived from a social context, can change and emotional needs can be met. It is teachers' belief in the ability of even the most damaged child to change and develop into an acceptable adult (albeit with a great deal of support) that sustains them into trying to work with that child to bring about change, even when their help is initially rejected.

Despite their difficulties, the literature informs us that teachers in special schools for pupils with BESD should still have high expectations of their pupils in terms of standards of attainment in line with those expected of pupils in ordinary schools (Cole et al. (1998), Daniels et al. (1999) and Ofsted (1999a). Other authors like Wilson and Evans (1980) and Cooper (1993) believe that pupils should be set challenging yet achievable targets, even when initially a great deal of support is required. To ensure that the educational progress of pupils with BESD could be secured as readily as that of mainstream pupils, those who teach them need special qualities including the ability to go the extra mile (Cole et al., 1998).

According to the literature (Visser 2002), the ability to show empathy and see the world through the eyes of the child is considered an important component in the success of any approach to educating children with BESD. To be successful, teachers of children with BESD need to be able to show empathy towards pupils with

difficulties. This is not always easy as many children with BESD experience significant family trauma, a lack of positive experiences, an absence of the emotional capacity to make and sustain relationships and physical, emotional and/or sexual abuse. Though some pedagogues may have personal experience of one or more of these traumas, few have experienced them in the depth and range experienced by the pupil with EBD (Visser 2002). Being empathic should not lead to schools excusing the BESD, but may provide an understanding as to why the difficulties have occurred, which can then provide the basis for decisions about the approaches that can be used to meet the needs of the child.

Since pupils with BESD may not always understand the relationship between their behaviours and the reactions those behaviours cause, the literature says that an important role of special schools is to develop an approach that consistently reinforces to the child the relationship between cause and effect. Just reprimanding pupils with BESD or issuing sanctions for inappropriate behaviours has little effect. On the other hand, pedagogues, who give the child the reasons why the behaviour is inappropriate, together with alternative ways to react appropriately, achieve more successful outcomes (Visser, 2002).

2.8 The curriculum for pupils with BESD

The changes in the vocabulary used to describe children with BESD have been paralleled by changes in approaches to the education of such children. Historically, under the psycho-medical model, nearly all curriculum approaches for 'maladjusted' pupils were derived following the identification of a 'difficulty' presented by the child or young person. A discussion of the success of any such approaches or interventions inevitably led back to discussion about the causes of the 'maladjustment'.

The curriculum model for children with BESD began to change in the late 1970's following the publication of the Warnock report (DES, 1978) which criticised the narrow curriculum and low standards in special schools. The subsequent introduction of the National Curriculum following the Education Reform Act 1988 was therefore welcomed by many head teachers in special schools who saw it as an opportunity to review their curriculum and ultimately raise standards of education (Cole, Visser and Upton 1998). Unless specifically disapplied from the National Curriculum, all pupils, including those in special schools, had to comply with its requirements and this was a major change in the way that children with special needs were educated.

By applying the three principles of the National Curriculum Inclusion statement (DES, 1987), namely setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming individual barriers to learning, the government

anticipated that schools should be able to keep to a minimum the need for aspects of the National Curriculum to be disapplied for any pupil with special educational needs.

This did not mean, however, that the National Curriculum would always be suitable for all pupils. Marchant (1995) discusses this with specific reference to pupils with BESD. Although he was writing at a time when the National Curriculum was less flexible than it is now, he makes the point that when it was first introduced, there was often little regard for the concept of matching provision to individual need and this resulted in a gap between what schools typically offered and what the pupils really needed or indeed wanted to learn. Marchant (1995) believed that 'any attempt to force pupils into a strait jacket of learning that does not recognise and allow for their difficulties will only exacerbate the situation'. In the same article, Marchant also made the following points:

- Children with SEBD do not often appreciate the intrinsic value of learning.
- It is difficult to make children with SEBD learn by external influences alone.
- Children with SEBD lack the self-motivating spark that is needed for real learning.

  (Marchant, 1995, p. 36)

Marchant's view was supported by Laslett (1998) who argued that to be able to make good use of learning opportunities and to benefit fully from the National Curriculum depends upon 'experiences which seriously emotionally deprived children have not had and that the lack of these experiences makes it particularly difficult for them to

benefit from disparate curriculum inputs' (Laslett, 1998, p.8). Clearly not all children with BESD are 'seriously emotionally deprived' but nevertheless research in mainstream environments suggests that disaffected students perceive school, and in particular the overtly academic National Curriculum, as unstimulating and irrelevant to their needs (Soloman and Rogers, 2001). This view is echoed by Bennett (2006) whose survey into helpful and unhelpful practices in meeting the needs of pupils with emotional and behavioural difficulties amongst teachers in one Local Authority revealed that many of the respondents, particularly in the secondary sector, believed that the lack of flexibility in the National Curriculum and league tables made it difficult to maintain suitable levels of achievements.

According to the Government (DfES, 2004) the greatest area of concern regarding the provision of a curriculum to meet the needs of all learners, including those with BESD, is in relation to pupils at Key Stage 4 when 'many young people with SEN become seriously disengaged with learning and leave school with few or no qualifications' (DfES, 2004). These views, along with longer-term concerns amongst British industry that GCSEs and A-Levels were no longer sufficiently taxing to provide a genuine measure of the ability of pupils led to the formation of the Working Group for 14–19 Reform, chaired by Mike Tomlinson.

On publishing its findings in October 2004, the group's key proposals were to

- Provide courses, which stretch children.
- Ensure that children have basic literacy and numeracy skills.

- Raise the status of vocational qualifications.
- Reduce the amount of assessment and the number of examinations
- Make it easier to carry over achievements from one course of study to another
- Introduce diplomas for 14–19 year olds covering all levels of learning

  (DfES, 2004)

Whilst many of these proposals were implemented in secondary schools, which formed collegiates to deliver the new 14 – 19 diplomas, the same cannot be said for smaller special schools who, in the main, found the collegiate way of working more difficult. The literature (DfES, 2004) informs us that special schools tend to work more in isolation or occasionally in collaboration with other special schools using approaches that they know work with their children. For children with BESD, the curriculum focus is on personalised learning and teaching, taking a highly structured and responsive approach to each child's learning needs, tracking their academic progress and improving the early identification of need and targeted support. In constructing a curriculum that best meets the needs of their pupils, special schools may construct a curriculum that deviates from the National Curriculum.

2.9 Alternative education

It is widely accepted that there are pupils, and in particular, those with BESD, whose learning, social and emotional needs are not met by traditional curricular provision (Laslett, 1977). These pupils may be offered an alternative curriculum. The Qualifications and Curriculum Authority define an 'alternative curriculum' as a 'provision commissioned by a school or an LEA to meet the needs of students who have difficulty engaging with the full school curriculum (QCA, 2004, p.5). According to the QCA, the philosophy behind the use of alternative provision is that 'such a variation in curriculum and/or setting may improve the motivation of some pupils who are disaffected with the school system and traditional curriculum and who are therefore at risk of failure' (QCA, 2004, p.5).

The idea of alternative provision is not a new one and the literature indicates widespread support for the concept. In 1997, Merton discussed the education of 14-16 year olds and the benefits of offering an alternative curriculum, which encompassed an element of vocational education. His view was that pupils who are disaffected with school could benefit from following vocational courses traditionally associated with further education, since in his opinion the 'FE sector is seen as a positive move forward away from a history of personal failure and exclusion, re-establishing the value of educational achievement' (Merton, 1997).

According to Laslett (1998), alternative programmes are successful for pupils with special educational needs and, in particular, those with emotional and behavioural difficulties because the most disturbed children benefit more from experiences, which 'more directly address their perceptions of themselves and others' (Laslett, 1998). Osler et al. (2001) found that where alternative flexible curriculum arrangements for vulnerable pupils had been developed, particularly for pupils at Key Stage 4, the schools in which such programmes are well-embedded generally experienced lower exclusion rates.

This view is further supported by Cooper (2003) who argued that it is imperative that schools address the needs of children with behaviour difficulties with appropriate curriculum provision as failure to do so will result in 'significant disruption to the smooth running of a school'. This disruption could lead to the exclusion – either permanently or for a fixed term – of the pupil causing the disruption and this will have 'significant financial implications for local authorities as excluded pupils require additional funding which creates increasing strains on educational budgets' (Cooper, 2003, p5).

As schools recognised the value of alternative programmes in helping young people both acquire valuable educational skills and reduce the risk of being excluded from education, they have increased in number. In 2008, the DCSF set out a strategy for the implementation of alternative educational provision which schools could use for pupils who would remain on the school roll, but who needed additional specialist help

with learning, behavioural or other difficulties. The government's strategy had a number of core principles, which were:

- we should start from the young person, taking account of his/her different needs
- we should secure a core educational entitlement for all young people
- there should be an integrated approach to meeting the young person's needs
- there should be a partnership between alternative provision and the other parts of the education sector and other agencies and services working with young people
- we must learn from the best and support innovation.

  (DCSF, 2008a, p.10)

When considering the design of the alternative curriculum, the Leadership Team in the research school heeded advice provided by the literature in a number of key areas. The first key area concerned the quality of teaching. The literature says that where the quality of teaching has been judged to be good, pupils with special needs will make progress whatever the subject being taught (Cole et al. 1999). Data collected by Cole et al. (1999) found that when teaching pupils with EBD, specialist teachers were less preferable to more generalist teachers who were good at motivating difficult pupils. When planning the Enrichment activities, although it was important that the staff had the knowledge and skills to deliver the activities effectively, their experience as a teacher of children with BESD and their enthusiasm for the activities was of equal importance.

A second key idea within the literature that was taken into consideration when designing the Programme was the concept of personal learning styles. Although there is a contested debate and some controversy surrounding the usefulness of identifying learning styles (Rayner, 2007), the staff at the school nevertheless believed that a discussion about learning styles should be part of a wider discussion about the way in which the activities should be delivered to the pupils. According to Rayner, 'the nature and relevance of contemporary research into learning styles …is an important contribution to the growing interest in personalised or enhanced education and individual difference in the school classroom (Rayner, 2007, p.24) Rayner argues that where children have low self-esteem and anxiety deepened by continuing failure and feelings of inadequacy, an awareness of the factors that form a personal learning style may be of use to teachers in helping the pupils become more confident learners. As part of the work done in preparation for the implementation of the Enrichment Programme, information on individual learning styles was collected. The information gathered showed that there was a preference towards a kinaesthetic style of learning and this was then reflected in the number of activities of a more practical nature that were included in the Programme.

Finally, it was important to consider which of the proposed activities that would make up the Enrichment Programme would best motivate the pupils to engage in their learning. To this end, the literature concerning motivational theory and, in particular, the literature about how intrinsic motivation can be developed are discussed in the final two sections.

2.10 Motivational theory

This section of the literature review considers the literature on motivational theory. This is an important topic, as it provides the theoretical underpinning as to how the introduction of an alternative curriculum programme might be effective in influencing change in pupils' motivation to learn, leading to improved attendance and an increase in academic achievement.

One of the first research-based theories of motivation was founded on the idea of motives, like the need for achievement, that are basic to human functioning and which people possess in differing degrees (Murray, 1938). Much later, Dweck (2000) describes these motives as 'drive-like forces that are shaped by experience, individual differences in personalities and how individuals deal with the challenges they face at each point in their development '(Dweck, 2000).

There are the two fundamental types of motivation – intrinsic and extrinsic. Boniwell (2012) distinguishes between the two:

> 'When we are intrinsically motivated, we do something for the sake of it, simply out of enjoyment or interest and we are extrinsically motivated when we do an activity for the sake of something else or to attain some other outcome' (Boniwell, 2012).

Intrinsic motivation thus refers to motivation that comes from inside an individual rather than from any external or outside rewards, such as money or grades. This type of motivation comes from the pleasure a person gets from the task itself or from the sense of satisfaction in completing a task. From the time of their birth, children, in their healthiest states, are intrinsically motivated as they are generally active, inquisitive, curious and playful, even in the absence of specific rewards. According to Csikszentmihalyi and Rathunde (1993), people have a natural inclination toward assimilation, mastery, spontaneous interest and exploration that is considered essential to cognitive and social development and that represents a principal source of enjoyment and vitality throughout life. This view is supported by Flavell (1999), who agrees that intrinsic motivation is central to humans' inherent tendencies to learn and to develop.

Extrinsic motivation, on the other hand refers to external incentives, like money, grades or prizes given to a person who performs a set task. The concept of extrinsic motivation is discussed by Ryan and Deci (2000) who identify the following four different types of extrinsic motivation:

- External – performing an activity to obtain a reward or avoid a punishment
- Introjected – doing an activity in order to avoid guilt, pressure or anxiety
- Identified – doing something considered important, though not enjoyable
- Integrated - doing something because we subscribe to its values

According to Johnson (1993), the issue of whether people stand behind a behaviour out of their interests and values, or do it for reasons external to the self, is a matter of significance in every culture and represents a basic dimension by which people make sense of their own and others' behaviour. Comparisons between people whose motivation is intrinsic and those who are externally controlled for an action typically reveal that the former have more interest, excitement and confidence, which in turn is manifest both as enhanced performance, persistence and creativity (Deci and Ryan, 1991; Sheldon, Ryan, Rawsthorne and Ilardi, 1997) and as heightened vitality (Nix, Ryan, Manly and Deci, 1999), self-esteem (Deci and Ryan, 1995), and general well-being (Ryan, Deci and Grolnick, 1995).

Boniwell (2012) talks about the two types of motivation being on a continuum and argues that the closer one moves towards intrinsic motivation then the more authentic and fulfilling one's life can become. Ryan and Deci (2000) suggest that in order to develop intrinsic motivation, an individual has a number of psychological needs that must be satisfied, one of which is the need for competence. Competence refers to the experience of behaviour as effectively enacted and according to the theory (Harter, 1978), competence motivation increases when a person successfully masters a task, which then encourages them to master more tasks. Studies looking at how competence can be increased (Vallerand and Reid, 1984, Ryan and Deci, 2000) have shown that certain factors like effective feedback and good communication are conducive towards feelings of competence during an action, which can enhance intrinsic motivation for that particular action. Whilst positive performance feedback enhances feelings of competence, negative performance

feedback was found to diminish it.

It is argued, however, (Fisher, 1978; Ryan, 1982), that feelings of competence can only enhance intrinsic motivation when accompanied by a sense of autonomy. Autonomy refers to the experience of behaviour as volitional and reflectively self-endorsed and of individuals being in a position where they are able to make many choices for themselves. Ryan and Deci (2000) support the argument that in order to experience competence and subsequent intrinsic motivation, an individual must also believe their behaviour is self-determined and argue that it is the satisfaction of both of the two psychological needs of competence and autonomy that leads to the optimisation of personal well-being and social development, which allows an individual to 'experience intrinsic motivation, fulfil their potentialities and seek out progressively greater challenges' (Ryan and Deci, 2000).

According to Peterson (2000), another important aspect relevant to the acquisition of intrinsic motivation is that of optimism. Optimism is a key feature of positive psychology – a science developed by Seligman and Csikszentmilhalyi (2000), which studies optimal human functions with the aim of discovering and promoting the factors that allow individuals to thrive. Optimism involves cognitive, emotional and motivational components and people high in optimism tend to have better moods and to be more persevering and successful. Peterson (2000) argues that people who display positive emotions and who are more likely to be content with their past, happy in their present lives and have greater hope for their future, are those who will have higher levels of intrinsic motivation.

2.11 Developing intrinsic motivation in school

According to Goldstein and Brooks (2000), for most children, school is a developmental challenge that they are instinctually optimistic they will master. This innate optimism usually leads to an intrinsically motivated child, willing to engage in education and learning. During the course of their schooling, the instinctual optimism and intrinsic motivation, which drive each child forward, can either be nurtured or undermined.

Whatever a child's level of motivation and no matter how hard well they perform in school, they will always be reminded there is room for improvement. Goldstein and Brooks (2000) argue that our education system is often driven by the promise of a reward, the threat of a punishment or the challenge of competition. These external motivators may be effective and well-intended, but they can work against the development of a child's intrinsic motivation and dampen the child's natural enthusiasm for learning.

This point is particularly salient regarding the motivation of children with BESD. Such children often struggle in school and yet, according to Goldstein and Brooks (2000), our education system has determined that students who struggle need a greater degree of external motivation to stay engaged in academic tasks. Yet it is these students whose intrinsic motivation needs nurturing. When a child appears to have little instinctual optimism and intrinsic motivation, they need to be provided with experiences that will develop those qualities. When children with BESD seek to

avoid academic challenges and ultimately develop a negative attitude towards their schooling, it would be reasonable to think that offering external rewards to engage pupils would be beneficial. Goldstein and Brooks (2000) argue that, although there is a place for rewards and punishments, teachers need to look to other ways of developing intrinsic motivation in children.

The literature informs us that several studies have been carried out in schools (Deci et al., 1981; Koestner et al., 1984; Deci et al., 1999) which have considered how teachers can increase a pupil's intrinsic motivation by supporting their autonomy instead of trying to control their behaviour. Results of the studies demonstrated that children assigned to autonomy supportive teachers, relative to those assigned to teachers who attempted to control the pupils' behaviour, reported increased intrinsic motivation, perceived competence and self-esteem over time. Despite the existence of these studies, Niemiec and Ryan (2009) argue that too often teachers still introduce external controls, close supervision and evaluations accompanied by rewards or punishments into learning climates to ensure that learning occurs.

Further research by Hart (2010) has also identified that an emphasis on the use of rewards for activities that should be internally motivated can lead to a reduction in intrinsic motivation for a task and a further reduction in task performance once that reward is withdrawn. He argues that if teachers only offer material incentives to pupils to learn or perform basic tasks and extrinsic motivations then become the primary incentives that motivate pupils to perform, they will never benefit from the self-satisfaction that comes from performing a task for its own sake.

The viewpoint of Ryan and Brown (2005) on the practice of offering rewards and sanctions to promote learning is that this practice is primarily a reflection on the external pressures placed upon teachers to ensure their pupils achieve academic success. They do acknowledge, however, that the practice may exists because teachers genuinely believe that pupils' motivation is better shaped through external contingencies of reinforcement rather than by facilitating their inherent interests in learning. Under such controlling conditions, however, the feelings of joy, enthusiasm and interest that once accompanied learning are frequently replaced by experiences of anxiety, boredom, or alienation, which according to Ryan and Brown (2005), create a situation whereby students are no longer interested in what is taught and teachers must externally control students to 'make' learning occur.

If teachers accept that trying to control pupils' behaviour through the use of extrinsic rewards may not be the beneficial if their aim is ultimately to help them develop their intrinsic motivation, the pertinent discussion for teachers is how this motivation can be elicited, maintained and enhanced, without resorting to the use of rewards. The literature identifies some ideas as to what is effective. Brown and Ryan (2003) suggest that the key ways for teachers to develop intrinsic motivation in children is to 'provide meaningful rationale for an activity, make it more interesting, empathise with difficulties, give plenty of praise, support autonomy and be interested and caring'.

In designing and implementing a new alternative curriculum for pupils with BESD, it was important that the staff had an understanding of motivational theory and, in

particular, considered the extent to which an alternative curriculum might be successful in developing intrinsic motivation in the pupils.

In line with knowledge gained from the literature, in order to promote intrinsic motivation, staff needed to ensure that the Enrichment Programme afforded pupils a degree of autonomy. This was achieved in two ways – initially by pupils being allowed to make suggestions as to the types of activities they wanted as part of the Programme and secondly, since pupils had some choice over the activities in which they participated, they also had some control in the way in which they were able to construct their learning. The other strategy that was employed to enhance autonomy was listening to and acknowledging pupils feelings about the Programme, which were obtained via the pupil questionnaire.

In addition to ensuring pupils benefitted from increased autonomy, staff also needed to make sure that pupils were able to demonstrate their competence in the learning environment as would have a direct impact on their level of intrinsic motivation. Competence and intrinsic motivation can both be influenced through the use of effective feedback with positive feedback increasing levels of both competence and intrinsic motivation and negative feedback having the opposite effect (Goldstein and Brooks, 2000).

By showing an understanding of these important concepts of motivational theory, teachers were better placed to help pupils develop more fulfilling experiences of learning, which may, in the past, have eluded them.

2.12 Summary

This chapter has identified and discussed some of the key themes and issues that have underpinned this research into the introduction and evaluation of a new curriculum for children with behavioural, emotional and social difficulties. The literature has shown that the field of BESD is a complex one – beginning with a lack of shared nomenclature amongst professionals. The very term BESD itself is not even used consistently by all professionals, with SEBD, ESBD, EBD and EBSD also being used, sometimes randomly but sometimes more consciously in order to reflect a value judgement made by the user about the order in which the difficulties are seen to dominate, which is then reflected in the order the letters are used in the acronym. Furthermore, factual definitions of what constitutes a BESD - or any other acronym that may be used – do not exist and are wholly dependent on an individual's perspective and their level of tolerance towards certain behaviours.

The literature has looked at how society's perceptions of children with BESD have changed since Victorian times and that this has been reflected in the way children with BESD have been educated over time. Since the publication of the Warnock Report in 1978, education policy in the UK for children with special educational needs has been based on the assumption that equality of educational opportunity is achieved through mainstream schooling.

Successive governments have therefore promoted an agenda of inclusive education with the aim of increasing the percentage of children with special educational needs that are educated within the mainstream system, receiving the same curriculum entitlement as their peers but with additional measures, like smaller classes and help from teaching assistants, to support them.

The literature has shown that the decision to adopt the principle of inclusive education has widespread implications for both mainstream and special schools. For mainstream schools, to embrace the inclusion agenda means being able to demonstrate that they have the capacity to provide for children with a wide range of needs. For special schools, the inclusion of children with SEN into mainstream schools means a changing role. Although there will always be a role for special schools to educate those with the severest of difficulties, for whom a mainstream placement may never be a possibility, as children whose special needs are less severe increasingly go to mainstream schools, special schools may find themselves undertaking more of a consultancy role and advising colleagues in mainstream schools of best practice when working with children with SEN.

Despite the publication of many documents aimed at strengthening the rights of children with special needs to a mainstream education, the literature indicates that many schools are still faced with a dilemma between the acceptance of children with SEN and the achievement of high standards. Whilst the important role of education in developing inclusive practice in order to realise wider changes in society must continue to be pursued, it will be virtually impossible for schools to become truly

inclusive while the pressure on schools to achieve high grades remains. Where there is a reluctance of mainstream schools to accept children with special needs, the literature has highlighted that this is particular prevalent with children with behaviour difficulties, who often find themselves excluded from mainstream schools.

Many pupils with BESD are disaffected and teachers are faced with the difficult task of finding innovative ways to deliver a curriculum that will develop their intrinsic motivation and re-engage them in learning. To meet the needs of these disaffected learners, many schools have looked towards alternative curricula. In this respect, the literature has demonstrated that over the last twenty years there has been a stream of research, guidance, literature, policies and publications of strategies all purporting to give, if not the answer, then certainly an answer on how best to meet the needs of children with BESD. Unfortunately, according to Visser (2001), the literature also reveals that many of these changes and developments in approaches have, however, been driven more by enthusiasm than by evidence based practice. With its sound evidence base, this research into the introduction of an alternative curriculum may, in the future, make a worthy contribution to this discussion.

CHAPTER 3 – RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This third chapter considers the research design and methodology that have guided this piece of research. The research design, which encompasses the methodology, can be defined as 'the overall configuration of a piece of research, what kind of evidence is gathered, from where and how such evidence is interpreted in order to provide good answers to the basic research question' (Bennett, Glatter and Levacic, 1994, p. 76). The methodology covers the choice of theoretical framework, the entire approach to the research questions, the research objectives and the reasons for selecting particular methods of collecting data.

In this research, the methodology selected was an action research. Action research involves an investigative evaluation of a small-scale intervention, which is carried out in the real world, rather than in an experimental situation. In this research, the subject under investigation was the introduction of an alternative curriculum designed to improve attendance, behaviour and achievement. The action research involved a close examination of the effects of the intervention and conclusions were drawn from the findings.

This chapter explores the decisions that have been made by the researcher in designing this piece of research, the methodology that underpins this research, how

the knowledge was obtained, how the research was carried out and which research methods were used to gather the data.

This chapter looks first at the concept of paradigms and discusses why researchers need to give due consideration to the paradigmatic framework within which their research is located. Researchers need to be aware that their ontological (concerned with the existence of reality) and epistemological (concerned with how something is known) perspectives will influence their perception of how they believe they are positioned in relation to knowledge. This will influence the paradigms in which their research is located which, in turn, will influence the method that is used to discover the desired knowledge. This section considers the ways in which different paradigms, with their different methodological approaches, have guided this research.

This chapter then considers some of the other choices a researcher has to make when designing a piece of research, including the involvement the researcher has in their research and whether they are able to distance themselves from the research, in order to achieve a degree of objectivity.

The process of data collection and the methods used in this research are then discussed in the next section. A combination of quantitative and qualitative data were collected and analysed in the course of this research. Some of the data were gathered purely for the purposes of this research whilst other data already existed in the school, prior to the commencement of this research, and are thus the subject of a

document analysis. With regard to the quantitative data, the provenance of each of the categories of data is discussed in turn, along with its relevance in supporting or rejecting the research prediction. With regard to the qualitative data, although observation of pupils was an unavoidable aspect of the research, the source of data for the qualitative analysis came entirely from a document analysis of questionnaires completed by the pupils who participated in the Enrichment Programme.

This chapter then considers how any data that have been collected can be verified. For any piece of research to be considered credible, the researcher must demonstrate that their findings are correct, since it cannot be assumed that a reader will simply believe what is written. It is more difficult to verify qualitative data than quantitative data because it is more difficult to duplicate data obtained by qualitative methods since, according to Denscombe (2007), 'the replication of social settings is virtually impossible'.

The final section of this chapter discusses the topic of ethics and the need for researchers to carry out their research in an ethical manner. It considers the ethical principles laid down in the British Education Research Authority (BERA, 2004) guidelines and discusses how these principles have been applied in the course of this research.

3.2 Paradigms

When considering the methodological design of a piece of research, one of the most important issues a researcher needs to consider is the methodological paradigm in which the research will be located. Paradigms are not always easy to understand or to define, as Morgan (2007) points out; 'It is all too easy for social scientists to talk about 'paradigms' and mean entirely different things'. The definition of a paradigm as 'a basic set of beliefs that guide action in enquiry or research' (Crotty, 1988, p. 3) is however very useful. The understanding of paradigms is important in any piece of research as their strategic use can help a researcher to conceptualise the topic of the research and to explain opposing philosophical views regarding different approaches to research. According to Burrell and Morgan (1979), researchers who consider the consequence of adopting a particular paradigm demonstrate that they understand the research process. No matter which paradigmatic framework is chosen by a researcher, according to Newby and Fischer (1997), it is important that researchers make their personal beliefs and philosophical views clear in order to help others gain a better understanding of the research.

The paradigm or paradigms in which a researcher decides to locate their research can embrace their beliefs and assumptions about the world. It can be argued (Usher, 1996) that since researchers often have the ability to shape their research by choosing the research to be undertaken, by the questions that are asked and by the types of data that are gathered, the assumption is made that no methodology can be considered to be separable from a researcher's ontological stance.

An ontology represents a particular view of reality held by a researcher about the situation in question and focuses upon the origins and the meaning of being or existence and seeks to describe the nature and relationships of existence and questions the existence of particular kinds of objects or entities. Ontological assumptions, therefore, underpin theories about the kinds of entities that can exist.

Burrell and Morgan (1979) and Guba and Lincoln (1989) suggest two main ontological possibilities that are useful for researchers when making decisions about research methodologies. The first is that there is one reality, which is observable by an inquirer who has little, if any, impact on the object being observed. The second is that reality consists of an individual's mental constructions of the objects with which they engage and that the engagement impacts on the observer and the situation being observed. These two possibilities can represent two points on a continuum of ontological assumptions. When deciding upon their ontological perspective, researchers need to decide whether they are a realist, seeing reality as something 'out there', as a law of nature just waiting to be found but knowing that as human beings our presence influences what we are trying to measure or a relativist believing that knowledge is a social reality which is value-laden and only emerges through individual interpretation.

The literature (Hitchcock and Hughes, 1995) links ontology with epistemology, which explores the origin, nature and limits of human knowledge and is concerned with how knowledge can be acquired and communicated to other people. Hitchcock and Hughes (1995) suggest that

> ‘Ontological assumptions give rise to epistemological assumptions; these in turn give rise to methodological considerations; and these, in turn, give rise to issues of instrumentation and data collection.’
>
> (Hitchcock and Hughes, 1995)

This view is supported by Usher (1996) who states that

> ‘Epistemological and ontological questions are related since claims about what exists in the world imply claims about how what exists may be known.’
>
> (Usher, 1996)

When considering a piece of research, researchers will also need therefore to consider their epistemological stance. Epistemology deals with the concept of whether human knowledge is innate (present at birth) or alternatively whether all significant knowledge is acquired through experience. It considers how we know what we know about the external world and whether knowledge can be transmitted in a tangible form or has to be experienced personally. It is thus concerned with the perceived relationship between the knowledge being discovered and whether one is part of that knowledge or external to it.

According to Burrell and Morgan (1979) epistemology is the relationship assumed to be present between the knower and what is known or being sought to be known, which can derive from accepting that knowledge can be either viewed as objectively or subjectively knowable. Guba and Lincoln (1989) support this suggestion and state

that it is impossible to separate the inquirer from the inquired into. Researchers will adopt an approach that is objective if they believe knowledge is governed by the laws of nature or subjective if they believe that knowledge is something that is interpreted by individuals.

Guba and Lincoln (1989) and Burrell and Morgan (1979) agree that ontological and epistemological assumptions are the primary steps in determining a methodology for use in an inquiry. This is supported by Usher (1996) who states that

> ‘methods are embedded in commitment not only to particular versions of the world ontology) but also to the ways of knowing that world (an epistemology). (Usher, 1996, p. 13)

The following chapter discusses how assumptions made about ontology and epistemology have influenced the paradigms in which this research is located and, in turn, how these have influenced the methodology that has been selected.

3.3 Paradigms in educational research

In the field of education, two broad paradigms, positivism and interpretivism, have traditionally dominated research. These two paradigms lead to different methodological approaches in research and subsequently to different methods of gathering suitable data. The more established paradigm, positivism, prioritises the idea of experiments, the use of standardised tests, systematic observations and statistical analysis. Within this paradigm, knowledge of the world is derived from findings obtained from data. Facts about the world are believed to exist independently of any theories or human observations.

In the 1960s and 70s, researchers began to question whether it would be possible to investigate social phenomena in the same empirical way that natural sciences could be investigated. This period saw a growth in the number of qualitative approaches to research and a number of new post-positivist paradigms began to emerge. Within these post-positivist paradigms, researchers' values and beliefs are inherent in all phases of the research process. Knowledge is created as an investigation proceeds and emerges through conversations between the researcher and participants. It is within these paradigms that, through observations and / or dialogue with participants, researchers are able to gain a more informed and sophisticated understanding of the social world.

Writing specifically about methodological approaches used in schools, Foster (1996) identifies that quantitative approaches to research

> ‘aim to describe in numerical terms some of the key patterns and regularities of school life and that researchers adopting this approach try to produce accurate quantitative data on the frequency, duration and sometimes the quality of particular interactions occurring in schools’.
>
> (Foster, 1996, p.3)

The essential characteristic of this approach is that the purposes of observation, the categories of behaviour to be observed and the methods by which instances of behaviour are to be allocated to categories are carefully worked out before the data collection begins.

In contrast to the quantitative methodology, according to Foster (1996), qualitative approaches usually

> ‘aim to describe school life through detailed narrative accounts, which emphasize social meanings and the cultural context of behaviour’.
>
> (Foster, 1996, p.4)

Within the framework, observational data is often combined with information from conversations, interviews and documents to provide an in-depth picture of the perspectives and cultures of teachers and pupils, as far as is possible from an insider’s point of view.

Due to the emergence of the newer paradigms, there is now no longer an agreed set of assumptions and procedures for conducting research in education. This means that researchers now have more choice about the paradigm in which they can locate their research and the types of methodological approaches they can use.

In this piece of educational research, there are two contrasting ontological and epistemological stances, which have emanated from the two distinct bodies of knowledge available to the researcher. The first body of knowledge is the quantitative data, which were routinely gathered as part of the school's normal routine monitoring procedures. This data existed in the school, irrespective of whether the Enrichment Programme was introduced or not. The second body of knowledge is the qualitative data obtained through a document analysis of the two questionnaires that were completed by the pupils who took part in the Programme. These data, which are more subjective than the hard statistical evidence, would not have been obtained had the Enrichment Programme not been implemented. These two different ontological and epistemological positions and methods of collecting data have led this research to be located within a mixed methods research paradigm.

Within this paradigm, the literature informs us that researchers mix or combine quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study (Johnson and Onwuegbuzie, 2004). Johnson and Onwuegbuzie (2004) say that the goal of mixed methods research is 'not to replace either quantitative or qualitative research but to draw from the strengths and minimize the weaknesses of both in single research studies' (p.15). They argue that as today's

research world is becoming increasingly interdisciplinary, complex and dynamic, many researchers need to complement one method with another to provide superior research and answer specific research questions (Johnson and Onwuegbuzie, 2004).

This mixed methods or pragmatic approach to research is growing in popularity. Sechrest and Sidana (1995) note the 'growth in the mixed methods (i.e. pragmatist) movement has the potential to reduce some of the problems associated with singular methods and, by utilizing quantitative and qualitative techniques within the same framework, mixed methods research can incorporate the strengths of both methodologies. Morgan (2007) identifies other advantages of using a pragmatic approach to research; firstly that the pragmatic approach rejects the need to choose between a pair of extremes where research results are either completely specific to a particular context or an instance of some more generalized set of principles. Second, he argues that, since it is not the abstract pursuit of knowledge though "inquiry" that is central to a pragmatic approach, but rather an attempt to gain knowledge in pursuit of desired ends, this approach redirects our attention to investigating the factors that have the most impact on what we choose to study and how we choose to do so.

The pragmatic approach used in this research enabled a range of methods to be used to collect data. Quantitative data were gathered from range of different sources, including computer software programmes, spreadsheets, written documentation and results from tests carried out by pupils whilst qualitative data were gathered via a document analysis of the results of questionnaires completed by the pupils.

3.4 Design choices for the researcher

In addition to deciding within with paradigm to locate their research, there are a number of other issues that a researcher has to consider and a number of choices a researcher has to make. It is essential that researchers make wise choices to ensure that there is a clear focus for their research. The main choices a researcher needs to make are clearly identified by Easterby-Smith, Thorpe and Lowe (in Bennett, Glatter and Levacic, 1994), each of which is discussed in turn with reference to this piece of research.

Involvement of the researcher

Researchers need to decide whether to remain distanced from or to get involved with the material that is being researched. The traditional assumption is that the researcher must be independent if the results are to be considered valid, although the independence of the researcher is sometimes hard to achieve. This research was carried out in the school in which the researcher worked and, as such, contact between the researcher and the participants was unavoidable and it was clearly not possible for the researcher to remain totally independent. According to Thomas and Glenny (2002), where a researcher is also a teacher, it is sometimes difficult to 'disentangle our emotions from our study of the context as we are intricately bound within it.' There are, however, advantages for the researcher of being 'an 'insider', as this gives the researcher the advantage of being able to gather data more easily.

Sampling

A second design choice concerns the process of selecting a suitable representative part of a population in order to try to determine the characteristics of the whole population. The process of sampling asks the question of whether it is preferable to sample from across a large number of situations or to focus on a smaller sample over a longer period. When this research was carried out, there were 33 pupils on roll in the secondary phase of the school, of which six were in Year 11 and only participated in the Programme for one afternoon per week due to their examination commitments. This left 27 pupils and, as this number was so small, the researcher decided that no sampling would take place and that the data gathered from all 27 pupils would be used.

Theory and data

Researchers need to decide whether to start their research with a theory or prediction and then seek data that will support or reject this theory or whether to start with a given set of data and then develop a theory. According to Easterby-Smith, Thorpe and Lowe (1994), the main advantages of choosing the theory first is that there is an initial clarity about what is to be investigated and hence information can be collected more efficiently. The disadvantage of this approach is that it the research may simply confirm what is already known. The contrasting approach, in which a theory is generated from the data, is a methodology used mainly in qualitative research. Although this research is located within two paradigms, it is clear that in this research

the theory, namely that the Enrichment Programme would have a positive impact on pupils' attendance, attitude to learning and levels of attainments, came first.

Experimental design or fieldwork

Classic experimental methods of research either involve assigning subjects at random to an experimental or control group. In this situation, conditions are manipulated in order to assess their effect in comparison with members of the control group who receive no special treatment. In this research, all of the pupils were given the opportunity to take part in the Enrichment Programme since it was believed that participation would be in their best interests. Pupils were not subjected to classic experimental methods or assigned to control groups, so therefore the research cannot be classed as experimental or scientific. Instead, since it is study of an organisation and the outcomes of a programme of study on the pupils within that organisation, it can be considered fieldwork in design.

The choice of research design is, of course, not absolute and researchers may design a piece of research that incorporates elements of both philosophical stances. According to Easterby-Smith, Thorpe and Lowe (1994), all the choices made by the researcher are underpinned by just two criteria – the personal preference of the researcher and the aims or the context of the research being carried out.

3.5 Data collection and analysis

The purpose of collecting data is to obtain information to keep on record, to make decisions about important issues or to pass on information to other people. Any data gathered as part of a piece of research needs to be both defined and accurate since important decisions based on arguments embodied in the findings may be made. The data collection process can involve providing a baseline from which to measure and, in certain cases, also a target on what to improve.

The first stage in the data collection process is for a researcher to establish what problem they are trying to solve or what research prediction they are looking to support or reject through the data. Prior to the collection of data, it is essential that researchers decide upon the target data, the methods of collecting it and the validity of the measuring system they are using. Researchers need to plan the collection of their data carefully as information that has been gathered incorrectly because of poor planning may need to be discounted. This is particularly true where interviews or questionnaires are used to collect data, as re-interviewing participants or re-issuing questionnaires may mean that researchers meet with hostility from respondents.

In this research, data were gathered using a variety of methods. This process, known as methodological triangulation, can enable any intrinsic biases in a single method to be overcome and allows the researcher to compare and contrast the findings of one method with the findings from another (Denscombe, 2007). The use of this process in this research thus allows the researcher to view the impact of the

Programme from more than one perspective. In this research, data were gathered in three main ways -

- a document analysis of quantitative data that already existed in the school prior to the commencement of the Enrichment Programme.
- from a number of different sources, gathered during the course of the Programme.
- a document analysis of qualitative data obtained via two questionnaires completed by pupils.

All of the data gathered in the course of this research were grouped into three keys areas - pupils' attendance, their attitudes to learning and their achievement. The provenance of the attendance figures is self-explanatory; the attitude to learning data came from detention and exclusion figures, the behavioural records and from the information gathered from the Boxall Profiles (see Section 4.5) and the achievement data came from the pupils' reading and spelling ages and from their teacher assessed National Curriculum levels.

Data relating to the two academic terms before the Programme began was used as the baseline data. These were compared to data relating to the two terms when the Programme was running and the period after the Programme has finished. The dates of the three periods are shown in Appendix 13. Differences in the sets of data were used to make judgments about the impact of the Programme and to determine the extent to which the data supported or rejected the research prediction.

The majority of data analysed were quantitative in nature, but in order to gain a better understanding of the impact of the Programme, some qualitative data obtained from pupil questionnaires were also analysed. In this research, data were initially available to the researcher in a variety of formats - some in electronic word documents, some in Excel spreadsheets and other data were available as written documents. Further data were extracted from the School's Information Management System (SIMS) and from other software packages like Connecting Steps from B Squared (see Chapter 4.8), which was used to track and monitor pupils' academic progress through the National Curriculum (DES, 1987).

For the ease of comparing data and producing graphs, data that were not already stored in Excel spreadsheets were transferred into that format. This was often a manual process, undertaken by the researcher, which although at times was a laborious process, did mean that data were then available in a more user-friendly format. In addition, data that were irrelevant for the purposes of this research, like data pertaining to pupils who had left the school, could then be discarded.

The analysis of data can be approached in many ways. In order to push certain conclusions or agendas, it is tempting for researchers to try to manipulate data during the analysis phase. For this reason, it is important for researchers to think critically about the way in which they present their data and draw their conclusions, so that readers are left in no doubt that a thorough and accurate analysis of the data has taken place.

3.6 Quantitative data

The majority of data that were analysed for the purposes of this research were quantitative data, which can be counted or expressed numerically, be manipulated and statistically analysed in order to arrive at a conclusion and can be represented visually in graphs, histograms, tables and charts.

According to Denscombe (2007), there are many advantages of using quantitative data to support research, namely:

- they can be analysed relatively quickly and interpretations and findings are based on measured quantities rather than on impressions.
- they allow for a broader study, involving a greater number of subjects, and this enhances the generalisation of the results.
- they allow for greater objectivity and accuracy of results by providing summaries of data that support generalisations about the phenomenon studied.
- they usually involve few variables and employ prescribed procedures to ensure validity and reliability.
- they can summarise vast quantities of information, which facilitate comparisons with similar studies over time.
- they avoid personal bias since researchers are kept at a distance from participating subjects.

It can be argued, of course, (Denscombe, 2007) that there are as many disadvantages as there are advantages of using quantitative data, namely:

- they are not as scientifically objective as it might first appear since data may have been gathered subjectively and therefore lack reliability.
- they collect a much narrower and sometimes superficial dataset, which means that true results are not revealed.
- results are limited as they provide numerical descriptions rather than detailed narrative and generally provide less elaborate accounts of human perception.
- the research is often carried out in an unnatural, artificial environment so that a level of control can be applied but this may not produce real results.
- pre-set answers will not necessarily reflect how people really feel about a subject and in some cases might just be the closest match.
- the development of standard questions can lead to false representation, with the data reflecting the researcher's view instead of that of the participants.
- the analysis of such data can be a time consuming process, particularly for a lone researcher.
- researchers need to have at least a working knowledge of descriptive statistical techniques.

For the purposes of this research, the quantitative data used were divided into three categories - attendance, attitudes to learning and achievement. Some of the quantitative data used in this research already existed prior to the beginning of this research, collected as part of the school's normal routine monitoring procedures.

This pre-existing data was subject to a document analysis, which is an important social research method in its own right. Researchers need to be mindful, when analysing documents that are deemed 'official', since although such documents are intended to be objective statements, their creation may have been affected by the decisions, interests and values of the people who created them. Whilst the data already collected in the school should be objective, some of it was socially produced, collated and, in some cases, interpreted by individuals.

One such example is the data on exclusion figures. Whilst it is clear that all formal exclusions should be recorded accurately, the practice of sending a child home to 'calm down' without issuing a formal exclusion was, at one time, common practice within the research school. The decision as to whether an incident of poor behaviour resulted in a formal exclusion seemed to depend on the person dealing with the matter at the time. Documentary sources, therefore, should never be accepted at face value but instead their validity 'needs to be established rather than being taken for granted' (Denscombe, 2007, p232).

During the course of this research, three sets of quantitative data were analysed, the first relating to the two academic terms that preceded the introduction of the Enrichment Programme, the second whilst the Programme was in operation and the final set over the two terms following the end of the Enrichment Programme. The quantitative data collected before the programme began was used as the base line data and this enabled a 'before' and 'after' analysis to be carried out to determine the extent to which the data supported or rejected the research prediction.

According to Denscombe (2007), quantitative methods of data collection have come under criticism since they are unable to provide an in depth description of any phenomena being studied. To explain the social nature of quantitative data, the data gathered need to be presented and analysed within the context of the study and a full explanation provided as to when, why and how it was produced and by whom. As a result, in modern research, many researchers now tend to adopt a combination of quantitative and qualitative approaches, which allow statistically reliable information obtained from numerical measurement to be enriched by information provided by the participants in the research. For this reason, it was decided it would be beneficial to include the analysis of additional qualitative data in the research and this is discussed in the next section.

3.7 Qualitative data

In contrast to quantitative data, qualitative data can be used to describe meaning, rather than with drawing statistical inferences, and thus they provide a more in-depth analysis of a given situation. Qualitative data are usually gathered through case studies, interviews and questionnaires.

The main advantage of using qualitative methods of data collection is that, since the collection of data is not constrained by predetermined categories of analysis, they allow the researcher to study selected issues, cases or events in depth and allow for a level of detail that quantitative strategies cannot provide. The main disadvantage of using qualitative data is that a degree of researcher bias can enter into the collection of those data.

In this piece of research, it was anticipated that the results obtained from the quantitative data would provide most of the hard evidence needed to evaluate the success of the new curriculum. However, in order to supplement the information gathered and to provide the most holistic picture possible, further data obtained from two questionnaires completed by pupils who took part in the Enrichment Programme were also analysed. When the questionnaires were completed, this research was still in its early stages and, as such, the questionnaires were not specifically designed to be included as a data collection tool in this research. It was however decided by the researcher that the answers provided by the pupils could be a useful source of data for the purposes of this research.

The purpose of the two questionnaires distributed to pupils was to gather information about their opinions of the Enrichment Programme, the activities they liked and disliked, the skills they had learned and how effective they felt the Programme had been in improving their attendance. The questionnaires required the pupils to reveal subjective information about their feelings, to make value judgements about what they thought.

There are many advantages of using questionnaires to collect information, one of which is that they easy to arrange and can be administered without the need for the researcher to be present. Where questionnaires have been constructed with closed questions, another advantage is that the answers will be standardised. According to Denscombe (2007), with questionnaires there is little scope for the data to be affected by interpersonal factors. This is because the data collected are 'very unlikely to be contaminated through variations in the wordings of the questions or the manner in which the question is asked' (Denscombe, 2007, p.169).

The advantages of using questionnaires, however, are counterbalanced since there are also several disadvantages of using questionnaires as a method of collecting data. One of main disadvantages is that, unlike in an interview situation, the researcher is unable to verify or clarify any of the answers given. Whereas in an interview situation, a researcher may be able to clarify the responses provided with supplementary questions, with questionnaires the researcher has no opportunity to challenge any of the answers provided and must accept that what is written is the truth. The other main disadvantage is that the analysis of the information gathered

can be a very time-consuming process and this is particularly true when the questions are unstructured.

When administering questionnaires, there are always ethical issues to consider. According to Cohen, Manion and Morrison (2000), questionnaires can be seen to be

> ‘an intrusion into the life of the respondent, be in it terms of the time taken to complete the questionnaire, the level of threat or sensitivity of the questions or the possible invasion of privacy’.
> (Cohen, Manion and Morrison, 2000, p. 245)

Questionnaires thus need to adopt an ethical stance in which recognition is given to the respondents’ right to have the information they supplied treated according to strict professional standards. In additional to the legal requirement associated with data protection, when personal information is stored on computer researchers also have a moral obligation to protect the interests of those who have supplied the information.

3.8 Verifying the data

Reliability and validity are important concepts for a researcher to consider when designing their research methodology. Reliability is concerned with estimating the consistency of the measurement and the degree to which an instrument measures the same way each time it is used under the same conditions and with the same subjects. If research is reliable, then were it to be repeated on another occasion in a similar context, similar results would be found. By its very nature, reliability is more connected with quantitative approaches rather than qualitative approaches to data collection, since it is concerned with measuring things with precision and accuracy. Reliability in qualitative research is more complex since the subject of each piece of research will be different and the uniqueness of each study means it would be more difficult to replicate the results. According to Cohen, Manion and Morrison (2000), reliability in qualitative research can be regarded as 'a best fit between what researchers record as data and what the participants believe actually occurred in the setting being researched'.

There are four types of validity, each of which highlights a different aspect of the relationship between the treatment and the observed outcomes. In this research, this equates to the relationship between the implementation of the Enrichment Programme and its impact upon the pupils who took part.

The four types of validity are:

Conclusion validity, which is concerned with the relationship between the Enrichment Programme and its observed impact and asks is there any connection between the Programme that was introduced and any changes that were observed.

Internal validity asks if there is a relationship between the Programme and the outcome, whether it is a causal relationship, which is when one variable, in this case the Enrichment Programme, has caused the changes that have been observed.

Construct validity is the extent to which a test measures what it claims to measure, which is important for the results to be accurately interpreted. In this research, this relates to whether the data are an accurate representation of the facts.

External validity refers to an ability to generalise the results of a particular study to other settings. In this research, this is concerned with whether the Enrichment Programme would have the same impact upon pupils in another school.

Whilst the concepts of validity and reliability are both important to effective research, it can be argued (Cohen, Manion and Morrison, 2000) that validity is more important than reliability because if an instrument does not accurately measure what it is supposed to, there is no reason to use it, even if it measures consistently. For research to be considered valid, the data gathered must be accurate.

Although writing specifically about exclusion data, the ideas of Pavey and Visser (2003) are relevant here as they could be extended to apply to other types of data. They argue that data can be socially constructed by different professionals as a direct result of their differing reactions to similar events. Taking the issue of a pupil being excluded, they say that an incident of poor behaviour may or may not lead to a pupil being excluded from school depending on the way in which a teacher reacts to that incident. Even within the same school, variations in how an incident is dealt with occur because individuals choose to label similar incidents of behaviour differently. This incompatibility can make it difficult to establish comparisons between different children or over time.

According to Cohen, Manion and Morrison (2000) it is unwise to think that threats to validity and reliability can ever be completely erased from a piece of research. They argue instead that they can only be reduced and that the extent of this reduction depends in part on the attention given to the methods used in the collection of the data. When qualitative data are being gathered, the concept of validity may be addressed through the scope of the data collected, the factual accuracy of the data and the degree to which the researcher is able to remain objective. With the collection of quantitative data, validity is more concerned with whether the data collection instruments measure what they are supposed to measure.

In this research, it is anticipated that, using a variety of methods of data collection, different kinds of bias and measurement error have been reduced, which has enhanced the validity and reliability of this study. The validity of quantitative data was

reliant on the accuracy of the mathematical calculations of the quantitative data collected. The validity of the qualitative data obtained from the questionnaires was reliant on the both the honesty and the memory of the respondents. Since the questionnaires were administered twice, one at the end of each of the first two half terms of the Programme, pupils only had to remember what took place during the previous six weeks. It is, of course, still possible, however, that they did not accurately recall all the facts when it came to completing the questionnaires.

3.9 Ethics

An important area for consideration for any researcher is the adherence to commonly accepted ethical research principles. In the UK, these principles are laid out by the British Educational Research Authority (BERA, 2004). To assist researchers in conducting their research in an ethical way, BERA set out their guidelines (BERA, 2004) under three headings:

- Responsibilities to Participants
- Responsibilities to Sponsors of Research
- Responsibilities to the Community of Educational Researchers

These guidelines, along with the University of Birmingham own ethical principles for researchers were, as far as possible, adhered to in the course of this research.

In this research, it is the guidelines covering responsibilities towards participants, in this case children with special needs, which were perhaps the most important. Where the participants are children, BERA requires researchers to comply with the United Nations Convention on the Rights of the Child (1989) which requires that all actions concerning children are in their best interests and that children who are capable of forming their own views should be granted the rights to express their views freely, commensurate with their age and maturity.

The BERA guidelines (2011) require that the participation of individuals in any research is voluntary. To ensure this happens, participants must be informed about the nature of a research study, before the research gets underway, and can then make an informed choice about whether or not to participate in the study. The guidelines inform us that 'Researchers must therefore avoid deception or subterfuge unless their research design specially requires it to ensure that the appropriate data is collected' (BERA, 2011).

In this research, since the Enrichment Programme was in action and the questionnaires were completed before the decision was made to evaluate the effectiveness of the Programme for this research, pupils were not asked to give their consent to complete the questionnaires. Some pupils, however, refused to complete the questionnaires and this was taken as an indication of a lack of consent by these pupils. Both the Headteacher and the Chair of Governors gave their permission for the information gathered from the questionnaires to be used in this research.

BERA guidelines (2004) do not allow the use of incentives to encourage participation. In this research, the pupils were not offered any incentives to participate in the Programme other than being awarded points in lessons. Participation in the Enrichment Programme was not optional, since it formed part of the pupils' school curriculum. Some pupils opted not to take part and did so in the way that children with BESD usually do - by absconding from their lessons.

BERA guidelines state that researchers must take steps to ensure that participants are not harmed, either physically or psychologically, by participating in any research. It was thus necessary to be sensitive to the needs of the participants and exercise caution when asking them for any personal information. In this research, all data and other information about the participants were kept private and confidential and were stored in a secure location for the duration of the research. To protect their privacy, no pupil is mentioned by name in this report and instead is referred to by a number and / or initials. It was not considered likely that in the course of the Programme or in answering the questionnaires, pupils would make any serious disclosures but if such disclosures had been made, these would have been dealt with appropriately, in line with the school's policy.

In the course of conducting this research, it could be argued that one ethical issue could have been a cause for concern for the pupils. In order to try to ensure that the views of the participants were theirs and theirs alone, when completing the questionnaires pupils were asked not to discuss their answers with other pupils until such time that all pupils had had the opportunity to complete their questionnaire. This request was made in order to try to limit the influence that pupils who were more dominant could have on other pupils but it is accepted that the limiting of pupil talk might have caused some distress or discomfort for the participants. Had pupils been allowed to talk to their peers whilst completing the questionnaires, this could have raised concerns about the validity of the answers the pupils provided.

Within this research process, there was a conflict of roles and subsequent ethical dilemmas for the author experienced by being both a teacher in the school and a researcher. With regard to the questionnaires, as a researcher, the aim of the author was to ensure that they were an unbiased representation of the thoughts and views held by the participants of the Programme. On the other hand, in order to ensure that the Programme was successful many of the initial problems or issues raised by the pupils had already been resolved before the questionnaires were completed. The questionnaires, issued at the end of each half term, therefore, may not have been a true reflection of the pupils' initial views of the programme. The idea that 'the balancing of such principles in concrete situations is the ultimate ethical act' (House, 1993, p.168) does however bring some comfort, as it is in working through these dilemmas that we can develop as researchers.

3.10 Summary

This chapter has considered the methodology and design that have underpinned this piece of research. This chapter has shown that when considering the methodological design of a piece of research, one of the most important issues a researcher needs to consider is the paradigm in which the research will be located. This decision will be influenced by the ontological and epistemological assumptions the researcher makes about the concept of knowledge, and this in turn will influence the data collection methods used. Although a researcher may not make his or her philosophy explicit, it is through sharing his or her philosophical outlook that researchers will assist the readers in gaining a better understanding of the research.

This chapter has shown that, in this research, a combination of ontological and epistemological perspectives led to the research being located within two different paradigms. Within the positivist paradigm, the ontological assumption was that there was already a set of given knowledge, in the form of quantitative data that have already been gathered in the school and which existed whether or not they were used in this research. The epistemological assumption was that these quantitative data can be presented and statistically analysed and can be accurately compared with similar information in other settings or over time and are, in the main, free of human interpretation. It is accepted, however, that in this research, the quantitative data were gathered by individuals and thus may have a degree of subjectivity. It was thus accepted that there could be inaccuracies in the quantitative data, caused by different individuals interpreting and recording a given situation in different ways.

Within the interpretivist paradigm, the data gathered came from the questionnaires of pupils' experiences of the Enrichment Programme. The ontological assumption in this framework was that the pupils' interpretation of what occurred during the Enrichment Programme would be the 'reality' of the situation for them. Epistemologically, it was assumed that only by experiencing the learning in person can valuable knowledge be generated and thus through the questionnaires, pupils were able to interpret for themselves the meaning of their experiences of the Programme. By using this data, the assumption was made that the pupils were able to articulate their thoughts and could accurately remember events over the previous half term. In addition, despite assurances being given to the pupils prior to the completion of the questionnaires, it is accepted that issues of confidentiality and trust may have affected the nature of their responses.

A small number of pupils did not complete the questionnaires and, as such, their possible contribution must be considered lost. Also contributing to this lost perspective may be those pupils who completed the questionnaire with answers such as 'don't know'. The results and data analysis will thus be based on the views of the perhaps more articulate respondents. These pupils may be responsible for a degree of distortion as, in their eagerness to please their teacher, they may write down what they think the teacher wishes to read. A discussion concerning distortion of the data could, of course, also lead to a consideration of the representativeness of the pupil sample, who, in this research, were all boys.

Finally, this chapter has discussed the importance of ethics and the need for researchers to carry out their research within a series of guidelines as laid out by BERA (2004). In particular, this section discussed a researcher's responsibility to the participants in their research especially where, as is the case of this research, the participants were children.

CHAPTER 4 – DATA COLLECTION

4.1 Introduction

With any piece of research, researchers need to consider the types of data, which will best support their research prediction. In qualitative research, the types of data available might be categorized in terms of their source, for example open-ended interviews, open-ended observations, documents and audio-visual materials. In quantitative research, researchers use instruments that measure individual performance (e.g. aptitude tests) or individual attitudes (e.g. self-esteem tests) as well as collecting information in the form of numbers from census data, attendance reports and progress summaries.

This chapter presents a discussion of the types of data collected in this research. In order to determine whether the research prediction could be supported, data, both quantitative and qualitative, from a wide range of sources were gathered and analysed. These were grouped into three areas – attendance, attitudes to learning and achievement.

Attendance Data

The attendance data came from the school's morning and afternoon registers, which were completed manually by the class teachers and then entered into the school's information management system (SIMS) by a secretary. In this research, only present and absence attendance data are taken into consideration, with no account being taken of the distinction between authorised and unauthorised absence figures.

Attitudes to Learning Data

In the school where the research took place, pupils who displayed a positive attitude to learning were those who

- Arrive at lesson on time
- Are fully equipped to learn
- Are in the correct uniform
- Complete work with a high quality of presentation
- Show respect and listen carefully to others
- Ask questions which show engagement and interest
- Help others with their learning
- Meet deadlines with homework and course work
- Tries hard to improve
- Treats exams and tests seriously and wants to do well
- Show respect for the school environment and equipment

To determine a pupil's attitude to learning, a range of both quantitative and qualitative data was collected in this category. The first set of data came from two different reward systems, which awarded points to pupils based on their behaviour in lessons and during lunchtimes. In addition to the points systems, the school also recorded any serious incidents in which the pupils had been involved using a software package called Sleuth, produced by a company called School Software Company.

Data were also gathered from the Boxall Profiles (Bennathan, M. and Boxall, M., 1998), which use a numerical scoring system to produce a profile of each pupil's behavioural characteristics. The Development section measures a child's development whilst the Diagnostic section of the profile is particularly useful for teachers of pupils with BESD as it provides an indication of the severity of the behavioural difficulties. Both of these scores give teachers an idea of the ability of the child to engage successful in learning. On face value, these profiles appear to be a form of quantitative data but since they are completed by teachers or teaching assistants and are wholly based on their view about an individual pupil's behaviour and attitudes to learning, they could, however, be considered more qualitative in nature.

Further data in this category came from the statistics on detentions, both lunchtime and after school, from additional support provided by members of the school's Inclusion Team and from the number of fixed term exclusions issued to pupils. The final set of data in this category came from an analysis of the responses to

questionnaires, completed by the pupils, about their views on the Enrichment Programme.

Achievement Data

Data on pupils' achievement came firstly from the teacher assessments. Teachers were accustomed to recording the work the pupils had covered using a software package called B Squared. By keeping a record of the work pupils had covered, the package calculated the National Curriculum levels that the pupils had achieved. The final set of data in this category came from pupils' reading and spelling ages. Pupils were tested annually on their ability to read and spell and changes in their levels were analysed over time.

4.2 Attendance

Increasing pupil attendance has always been a key factor in raising educational standards. The government (DCSF, 2008b) state that positive relationships between attendance at school and academic performance are crucial for the individual and society as a whole and that improving attendance would:

- promote children's welfare and safeguarding
- ensure every pupil has access to the education to which they are entitled
- ensure that pupils succeed at school and achieve a range of qualifications
- ensure that pupils have access to the widest possible range of opportunities when they leave school.

  (DCSF, 2008b)

Such is the importance of good attendance at school that pupil attendance and reducing persistent absenteeism are a vital and integral part of schools' and local authorities' work. The Government requires Local Authorities to set targets for overall pupil attendance and, to facilitate this, Local Authorities often require individual schools to set their own attendance targets.

It can be argued that what is perhaps more important than keeping track of the number of children that do attend school, is the reasons why some do not. The school in which this research was carried out had a number of persistently poor attenders and, despite the best efforts of the education welfare officer and the

involvement of the legal system issuing fines to their parents, some children were absent from school more often than they were present. The lack of attendance of some pupils meant that not only were the school's attendance figures rarely met, but perhaps more worryingly, that there were pupils who were not receiving the education to which they were entitled.

The majority of children at the school had been excluded from other schools and although a few took advantage of the opportunity to make a fresh start in a new school, many did not and instead began, or continued with, a pattern of poor attendance. Some pupils who did make it into school in the mornings would often abscond from school during the day. It was thought by the school's leadership team that one of the reasons why the children did not want to attend school was that the curriculum on offer was of little interest to them and this was one of the main factors that influenced the development of the Enrichment Programme. It was accepted, however, that if other factors, such as bullying or racism, were the reason for the low attendance, then the introduction of a new curriculum would make no difference to the attendance rates.

Although one of the prime objectives of the Enrichment Programme was to improve attendance whilst it was running, it was also anticipated that higher attendance levels would be maintained once it had finished. The rationale behind this view was that, whilst pupils would initially be enticed into school by the range of activities on offer to them, they would then become accustomed to getting up in the morning, to coming to school and to remaining in school for the duration of the school day. Attending

school every day would thus become a habit, which many of them had not previously experienced.

For the purposes of determining the levels of attendance at the school, attendance figures were collected on an individual pupil-by-pupil basis for all the 27 pupils who were involved in the Enrichment Programme. At the school, pupil attendance was recorded manually in attendance registers and then transferred onto the school's information management system (SIMS). This information was later transferred onto spreadsheets in order to facilitate the analysis of the data and to produce graphs showing how the pupils' attendance had changed over time.

The attendance statistics of pupils in different year groups were also compared in order to determine whether the Enrichment Programme had a different impact on the attendance of pupils of different ages. The individual scores were then aggregated to determine the overall change in attendance as a result of the Programme. It is this figure that was used to determine whether the attendance data supports or rejects the research prediction.

4.3 Behaviour – In class and lunchtime points

The rewarding of good behaviour is commonplace in many schools. Schools often have a system, be it points, stickers, happy faces, commendations etc., which recognises and rewards pupils for good behaviour. Pupils seem to accept that if they do what is asked of them and behave well, they will be rewarded. Whilst there are those who clearly believe children should be rewarded for good behaviour, and it must be assumed that all teachers who chose to operate reward schemes within their classrooms fall within this category, there is a school of thought that does not support rewarding children in schools in this way. The argument is that in order to function effectively pupils must not expect immediate gratification for their efforts but instead they must persist in goal-directed behaviour for the sake of later outcomes. Research by Mischel, Shoda and Rodriguez (1989) has shown that young children who are able to delay gratification longer in certain situations developed into more cognitively and socially competent adolescents, achieving higher scholastic performance and coping better with frustration and stress. Their view is that a child's intrinsic interest in an activity may be decreased by inducing him to engage in that activity as an explicit means to some extrinsic goal.

Whatever the arguments for or against the use of a behavioural reward scheme, the school in which this research was located rewarded good behaviour using a system of points. At the time the research was carried out, there were two concurrent systems in operations – the points awarded for behaviour in the classroom and the lunchtime points system.

Points in Class

The Points in Class system monitored the behaviour and work output of the pupils in every lesson and pupils were awarded points to reflect this. Pupils were awarded between 0 and 4 points per lesson in the following three categories:

- Punctuality to the lesson and remaining in the classroom for the duration of the lesson.
- General attitude towards the teacher and the pupils' demeanour throughout the lesson.
- Engaging with the task provided by the teacher and remaining on task during the lesson.

Teachers were responsible for allocating the points to pupils and teaching assistants recorded the number of points awarded to pupils in each lesson. Some teachers chose to award the points to pupils formally as part of their lesson plenary and discussed the points awarded to each pupil in front of the whole class. Other teachers chose to award points in a more discreet fashion to individual pupils at the end of the lesson. The method that was used often depended upon the nature and current mood of the pupils in the class.

At the end of each week, information from the individual points sheets was put onto a spreadsheet, which converted the points into a weekly percentage, called the 'Success in Class' figure. This figure was then discussed with the individual child and, if the behaviour had been particularly poor that week, also with the parents. The

Success in Class data were used to produce graphs, which showed the changes in a pupil's behaviour over time and provided the tutors with a visual picture of how each pupil was behaving in lessons. At the end of each week, pupils could choose a small reward based on their number of points or they could carry the points forward towards a prize of a greater value. Included in the appendices are examples of the points sheet (Appendix 14), the spreadsheets (Appendix 15) and the graphs (Appendix 16).

Lunchtime points

In the school where this research was carried out, high levels of incidents of poor behaviour at break times and lunchtimes were commonly found. This led to the introduction of a new lunchtime points system, the aim of which was to encourage better standards of behaviour during the lunchtimes. At lunchtimes, all pupils went to the dining room and were seated in the same place with the same member of staff on each table. There was no option for pupils to go offsite at lunchtimes or to purchase a lunch from the dining room and eat it elsewhere. The member of staff awarded points out of ten at lunchtimes for good table manners and for making an effort to talk politely to others during lunch. Pupils had points deducted for any incidents of poor behaviour at lunchtime. At the end of each term, the pupils who gained the most points were taken to a restaurant for a meal and the remaining pupils were allowed to cash in their points for small prize.

4.4 Behaviour – Number of incidents

Few teachers could dispute that the effectiveness of managing pupil behaviour in schools improves where the approach adopted by all staff is consistent. One of the ways in which this consistency can be achieved is by using a single system to collate the data on pupil behaviour. On a whole school strategic level, the results obtained from the monitoring of behaviour can reveal trends in behaviour over time and help school leaders make key decisions and develop strategies to improve pupil behaviour. On an individual pupil level, behaviour monitoring can provide effective support for pupils who display undesirable behaviour, as teachers are able to select the most appropriate interventions for an individual pupil, devise an appropriate action plan and monitor its impact on modifying the pupil's unacceptable behaviour.

At the same time as discussions were taking place about the new Enrichment Programme, the leadership team at the school decided the time was right to implement a new behaviour monitoring system. The team looked at different software packages on the market that were designed to track and monitor behaviour in schools. It was important to the school that a system was purchased that would record both the pupil's behaviour and the staff response to that behaviour in order to show how it had been managed. In addition, the school wanted a behaviour tracking system that would allow individual class teachers to have access rights so they could analyse the behaviour of their own classes and monitor the impact of the strategies that had been used to help the pupils improve their behaviour.

From the many different types of software packages that were available at the time, the school selected and purchased a software package called Sleuth, which was designed to record both positive and negative behaviour. At the school, however, the Sleuth software was only used to record negative behaviour, as the points system discussed in the previous section was used to monitor and reward positive behaviour.

The Sleuth system could be used as a paperless system, with details of any incidents being entered directly into a computer. A lack of available computers combined with the reluctance of some staff to enter information directly into a computer (as this was a task teachers were not required to undertake under the workforce reforms) meant, however, that the school decided to use a paper-based system. Paper versions of the electronic Sleuth forms were produced by the company and made available to users in a word format, which could be easily amended to suit a school's needs. Each time there was a behavioural incident, the member of staff who witnessed the pupil behaving inappropriately completed a paper Sleuth form, a copy of which is included in Appendix 17. Once completed, the forms were passed to a secretary who would input the information into the computer.

To facilitate the analysis of behaviour at later dates, the Sleuth forms required a number of key pieces of information, including:

- Date and time of day
- Subject and Teacher
- Location

- Style of teaching activity
- Type of behaviour
- Brief details of incident
- Action Taken and reparation

Depending on the requirements of the user, once computerised, the incidents could be sorted in a variety of ways, for example by pupil, by lessons in which incidents occurred, by year group, by time of the day or by type of incident. It was important for teachers to be able to identify, for example, whether certain pupils were behaving unacceptably in all lessons or whether there were issues in just a few subjects.

Each week, a summary of the incidents that had occurred the previous week were discussed at the weekly Leadership Team meetings. The purpose of this was firstly to monitor how individual pupils were behaving in school, but also to check what staff were doing to address incidents of poor behaviour. The Leadership Team used the Sleuth system to ensure that all reported incidents had been dealt with appropriately and consistently by staff and to assist in the development of effective behavioural strategies and intervention plans to improve behaviour in the school.

4.5 Detentions, support and exclusions

Detentions

It is generally accepted in schools that pupils, whose behaviour or work output during lessons is unacceptable, are issued with a detention, either at lunchtime or after school, as a form of punishment. At the school, when detentions were issued during lunchtimes, pupils were normally required to remain in the dining hall once they had eaten their lunch, thus missing their playtime. For more serious offences, pupils were issued with an after-school detention, which could last up to an hour. Parents were always given 24 hours' notice if their child were to be detained after school.

After school detentions were only issued to pupils once all other possible sanctions, such as moving a child within the class, keeping a child in at break time or lunchtime or withdrawing other privileges like free choice time at the end of a lesson, had been exhausted. This was mainly due to reasons of logistics. The transport to and from school for pupils with special education needs was organised by the Local Authority with most pupils being transported to school by minibus and an after-school detention meant that pupils would miss their transport home. Many pupils travelled some distance to school each day, including some from other Local Authorities and, as such, it was not deemed acceptable to allow all the children, especially the younger ones, to make their own way home after a detention.

It was the responsibility of the teacher organising the detention to either request that parents pick their child up from school (and those who were willing to collect their child were far and few between), to arrange for the child to be given bus fare at a cost to the school or to arrange to drive the child home personally. The latter option was always preferred by the pupils since it often meant that they would arrive home earlier than if they had gone on the minibus and so unfortunately was often seen as a privilege rather than a punishment by the pupils. Some teachers, however, felt that driving children home was firstly a health and safety issue and secondly that this task was not part of their role as a teacher. This meant that some children, particularly those who lived furthest away or those whose parents either could not or would not collect them, received fewer after-school detentions than others did. Members of the Leadership Team looked weekly at the number of detentions issued – which members of staff had issued them, the reasons why they had been issued and the pupils to whom they had been issued - in order to establish whether there were any trends.

Support

The school employed a small team of three people – the Inclusion Team - whose role within the school was to provide additional short-term support for pupils who were temporarily experiencing difficulties coping in the classroom. When a difficult situation arose in the class, for example when a pupil refused to comply with requests made by the teacher, a member of the Inclusion Team would provide additional support.

The support would be provided in one of two ways - either a member of the Inclusion Team came to the classroom and worked alongside the child experiencing difficulties on a one-to-one basis (this was the preferred option since it meant that the pupil could then remain included in the lesson) or, when the pupil was demonstrating more severe behaviours which could be escalate into a health and safety risk, a member of the Inclusion Team would remove the pupil from their lesson. Where necessary, pupils were removed from the classroom using a recognised physical intervention hold and taken to a separate room until such time as they were able to calm down. Once the pupil has calmed down and was able to control their behaviour, they would be escorted back to their classroom and, where possible the member of the Inclusion Team would remain with them until they had caught up with the work they had missed.

Exclusions

All the data gathered on exclusions in this research refer to fixed term exclusions, which usually lasted between one and three days. Although the school did sometimes permanently exclude pupils, this happened very rarely and there were no permanent exclusions in the period covered by this research. As with the data on detentions and support, the data on the number of exclusions given to pupils were collected on a weekly basis over the course of this research. Data were collected on both the number of days for which pupils were excluded and the number of pupils who had received these fixed term exclusions. The data gathered in this category is shown in Appendix 18.

4.6 Boxall Profiles

As already discussed, the pupils in the school where this research was carried out did not often positively engage in education. In order to assess the level of their engagement, the school used a diagnostic assessment tool called the Boxall Profile (Bennathan, M. and Boxall, M., 1998), which is designed to assess the specific areas of need for learners exhibiting behavioural, emotional and social difficulties.

The Boxall Profile was developed in the 1960s by Marjorie Boxall, an educational psychologist, in response to the high levels of distress in primary schools caused by teacher shortages, high staff turnover and high levels of referrals being made to special schools for children seen as having BESD. The profile focused on children's early development, on their self-concept and on the attitudes the pupils brought with them into school. It identifies both positive and negative behaviours through two questionnaires – the Developmental Strands section assesses positive behaviours and the Diagnostic Strands section assesses negative behaviours. An extract from a Boxall Profile is included in Appendix 19.

Section 1 - Developmental Strands

This section of the Profile measures progress through the different aspects of a child's development. It has two clusters, the first assessing the child's organisation of their learning experiences and the second, their internalisation of controls.

Cluster 1 - Organisation of experience		Cluster 2 - Internalisation of controls	
A	Gives purposeful attention	F	Is emotionally secure
B	Participates constructively	G	Is biddable and accepts constraints
C	Connects up experiences	H	Accommodates others
D	Shows insightful involvement	I	Responds constructively to others
E	Engages cognitively with peers	J	Maintains internalised standards

The items in column A to E are of increasing complexity and they reflect levels of engagement with the world and a pupil's awareness of others. High scores in all columns will describe a child who is organised, attentive and interested and is involved purposefully and constructively in events, people and ideas. There is also sequencing in the columns F and J. A child who is deeply insecure is unlikely to be able to accept constraints, will have difficulty relating to others and will be uncertain of the standards that should have been internalised. Overall high scores describe a child who is emotionally secure, makes constructive, adaptive relationships, is able to co-operate with others and has internalised the controls necessary for social functioning.

Section 2 - Diagnostic Strands

This section, which has three clusters, consists of items that describe behaviours that inhibit or interfere with the child's satisfactory involvement in school. They are either directly or indirectly the outcome of impaired learning in the early years. On the Diagnostic Strands, high scores are a sign that the child has problems.

Cluster 1 - Self-limiting features		Cluster 2 - Undeveloped behaviour		Cluster 3 - Unsupported development	
Q	Disengaged	S	Makes undifferentiated attachments	V	Avoids/rejects attachment
R	Self-negating	T	Shows inconsequential behaviour	W	Has undeveloped insecure sense of self
		U	Craves attachment, reassurance	X	Shows negativism towards self
				Y	Shows negativism towards others
				Z	Wants, grabs, disregarding others

'Self-limiting features' implies the child has something in him/herself that is preventing engagement with the world - maybe autism, depression or long periods of emotional neglect. 'Undeveloped behaviour' suggests that the child has not developed the resources required to adjust to school and still displays demanding, disorganised and immature behaviour. Children with high scores do not have the ability to function at an early stage and are unlikely to respond well to new relationships. High scores on the 'Unsupported development' section suggest a profound lack of early nurturing or perhaps abusive treatment and children with high scores here will have no reason to trust adults. The children who score heavily in the earlier columns are those who mainly turn their hurt inward whereas the behaviour underlying high scores in the later columns is more directed at others.

In the research school, Boxall Profiles were used to try to build up a profile of the individual children in an attempt to identifying areas in which, subject to sufficient funding being available, additional support could be provided. The Profiles were completed annually in March by either a teacher or teaching assistant, who knew each individual pupil's capabilities and attitudes.

For each of the statements in the Profile, a score is awarded from zero to four. Each of the 34 statements has a letter beside it, corresponding to the columns discussed above. Once the statements have been awarded a score, these are added up and the scores entered onto the correct columns of the histogram to complete the profile.

When pupils transferred from other schools, which the majority did, a member of staff from their previous school was asked to complete the Boxall Profile as part of the transfer arrangements, which was then used an additional source of baseline information about the pupil.

Included in the appendices are examples of a completed Developmental Strands (Appendix 20) and Diagnostic Strands (Appendix 21) of the Boxall Profile.

4.7 Pupil questionnaires

As previously discussed, the majority of data gathered in this research was quantitative in nature as it was felt that this type of data would provide the majority of evidence needed to support or reject the research prediction. These data were supplemented with additional information obtained via two questionnaires on pupils' views of the Enrichment Programme. This was considered important since the pupils were not only the participants of the Programme but hopefully also the beneficiaries. By including the views of the pupils about their experiences and opinions of the Enrichment Programme, valuable qualitative information was obtained that assisted the researcher in drawing conclusions about the effectiveness of the Programme.

The decision to ask pupils about their views of the Programme was made in the early stages of the Programme and a questionnaire was devised for this purpose. Although it was accepted that questionnaires are not always the best strategy to uncover the voices of participants since they are generally pre-structured according to an agenda of interests closer to that of the researcher than the researched, it was decided that this would be a more effective method of gathering information than via face-to-face interviews. The primary reason for deciding to use questionnaires instead of face-to-face interviews was that it was felt that the participants would be less intimidated when presented with a questionnaire as opposed to being asked to participate in an interview situation. The questionnaires were also undoubtedly easier to administer than the interviews.

The questionnaire was designed by a small number of staff at the school. Although the questionnaires were quite straightforward with only seven questions, it was decided to pilot it with four other pupils who, due to their examination commitments, were not involved in the Programme. They were asked to assess the suitability of the questions for the participants and to make suggestions for improvements. The comments received from the pilot group were considered and a small number of changes were made before the questionnaires were distributed to the participants. The questionnaire contained seven open-ended questions. This allowed the participants to express their opinions using their own words, which the researcher anticipated would generate more information. It was accepted, however, that the open-ended questions can be more demanding for the respondents as they can often increase the amount of time required to answer the question. The first questionnaire was distributed in October 2006 at the end of the first half term of the Programme and the second questionnaire was distributed in December 2006 at the end of the second half term of the Programme. The questionnaire is shown in Appendix 22.

The questionnaire began by asking pupils which activity they had enjoyed the most and what skills they thought they had learned from the activity. They were also asked about the activity they least enjoyed doing and the reasons for their dislike. The questionnaire moved on to ask pupils which activities they would like to do in the future. Pupils were then asked about their attendance and whether they thought their attendance at school had improved since the Enrichment Programme began. The final question asked pupils whether they enjoyed school more because of the Enrichment Programme.

Although the questionnaires required the pupils to reveal subjective information about their feelings, to express values and to make judgements about what they thought about the Enrichment Programme, it was not felt that any of these questions were of a sensitive nature and would thus cause any worry or anxiety to the participants.

The questionnaires were completed during school time rather than being given to pupils to complete in their own time at home, as staff believed there would be a higher rate of return. When completing the questionnaires, pupils were asked to sit separately so that they were not able to discuss their responses with other pupils. This ensured that the answers they gave reflected what they as individuals thought about the Programme and they were not influenced by their peers. Although it was felt that the questions were relatively simple and did not need to be differentiated for pupils with learning difficulties, a teaching assistant nevertheless scribed the answers for the pupils who normally had assistance with their writing. It is acknowledged that in the cases where the teaching assistants scribed for the boys, the answers given by the pupils may have been subject to a degree of interpretation by the adult.

Pupils who were absent on the days the questionnaires were administered were given the opportunity to complete them on their return to school, again with the support of a teaching assistant where necessary. Most pupils were compliant with the request to complete the questionnaires although there were a small number who refused to complete them. Although pupils were told they did not have to put their names on their questionnaires, most pupils chose to do so. The data obtained from the questionnaires are shown in Appendices 23 and 24.

4.8 National Curriculum levels

For each National Curriculum subject, there is a programme of study, which describes the knowledge, skills and understanding pupils are expected to develop during each key stage. These programmes of study also map out the attainment targets that pupils are expected to have reached by the end of each key stage. These targets are set out in the form of level descriptors, which provide the basis for making judgments about pupils' performance at the end of Key Stages 1, 2 and 3. With the exception of Citizenship, in Key Stage 1, 2, and 3 the attainment targets are split into eight levels, plus a description of exceptional performance. At Key Stage 4, national qualifications are the main means of assessing attainment in the National Curriculum subjects.

The attainment targets are often used by teachers to measure a child's progress and plan the next steps in their learning. Children develop at different rates, but National Curriculum levels provide an indication of the progress a child is making compared to what is typical for their age. By the end of Key Stage 1, for example, most children will have reached level 2, and by the end of Key Stage 2, most will be at level 4. At the end of Key Stages 1, 2 and 3 teachers will assess pupils work and decide which National Curriculum level best describe the child's ability in each subject.

To track the academic progress pupils were making in each curriculum area, the school where this research was carried out used a computerised assessment tool called Connecting Steps produced by a company called B Squared. This programme

allowed the school to track pupils' progress through both the National Curriculum levels and, for those pupils working at a lower level, also though the lower P levels.

The Connecting Steps software was relatively simple to use with the essential pupil information being imported into the programme directly from the school's information management system (SIMS) with all other information being entered into the programme via drop down menus. Using the Connecting Steps software teachers recorded which tasks, skills and knowledge from a predetermined list, the pupils have mastered. By adding up how many tasks have been mastered, the software programme calculates which attainment level the children have achieved. Teachers could either record tasks achieved on an individual pupil-by-pupil basis or, if all the pupils in a class had completed the same task, on a whole class basis.

One of the benefits of using the Connecting Steps software was that cross-referencing was possible between the various different curriculum subjects. A task covered in one curriculum area could also be recorded in another. The ability, for example, to defend a point of view in English would also be recorded in the History curriculum. This reduced the amount of time spent entering data and provided continuity and standardisation across the subjects within the school.

Once data had been entered into the computer, it could be analysed in a number of different ways, dependant on the requirements of the user. The B Squared software helped the teachers to build up an individual profile of the pupil's learning, showing the breadth of knowledge they have acquired. It also allowed teachers to track the

progress of their groups month by month. The software could also produce academic reports for individual pupils, which could then be used as part of their annual review process. The ability to produce reports for any date also allowed the school to compare different cohorts of pupils, which was useful for demonstrating school improvement.

Using the Connecting Steps software, data were gathered pertaining to the amount of academic progress pupils had made over the period of this research. The national expectation is that pupils will make two thirds of a level progress in each National Curriculum subject per academic year, but in this research only the progress that pupils made in the three core subjects, English, maths and science, was taken into account. The data obtained using the Connecting Steps software are shown in the appendices - English (Appendix 25), maths (Appendix 26) and science (Appendix 27).

4.9 Reading and spelling ages

The final source of data gathered during the course of this research was the data on the reading and spelling ages of the pupils who took part in the Enrichment Programme. As previously discussed, it was expected that the Enrichment Programme, would have a positive impact on the general academic ability of the pupils, which would rise, as a result of the anticipated improvements in the pupils' attendance and attitudes to learning.

One of the ways in which the changes in pupils' academic ability were measured was through an analysis of the changes in their reading and spelling ages. It was expected that the introduction of the Enrichment Programme would lead to an improvement in the reading and spelling ages of the pupils over and above that which would normally have been expected within the same period.

Reading ages

Pupils were tested on their ability to read at the start of each academic year using an online testing system, called GL assessment. This was originally produced by the National Foundation for Educational Research (NFER) who, according to the company, supplies tests to over 85% of all UK primary and secondary schools meaning that over three million pupils take GL assessments every year.

In the past, the school used a paper based reading test but, once computerised tests became available, the school felt that these were better for the pupils. Using web-

based computer programme to undertake reading tests, which took around 15 minutes, increased the pupils' motivation to complete the test to the extent that the pupils actually appeared to enjoy taking the reading tests using the computer. All of the pupils at the school were sufficiently competent in using computers to carry out the reading tests in this way.

There were a number of other benefits for the school of using a web-based system to administer the reading tests. First, the answers to the tests were marked online and teachers were able to access the pupils' results within fifteen minutes of them completing the tests. This was also beneficial for pupils who wanted to know that scores they had obtained immediately instead of waiting for their teacher to mark them. Second, the information obtained from the computerised reading tests enabled teachers to compare data between different pupils within the same group or for the same pupils over time.

Spelling Ages

In addition to being tested annually on their ability to read, pupils were also tested on their ability to spell. Pupils were read a passage of text with words missing and they had to fill in the gaps on their sheets with the words they had heard. The spelling tests were graded so that pupils of different abilities heard a passage of text appropriate to their level. Once each paper was marked, the raw scores the pupils had obtained were converted into a spelling age in years and months.

As the reading and spelling tests were administered at the beginning of each academic year or for new pupils, on entry to the school, this did not correspond exactly to the three periods for which other data were collected and analysed in the course of this research. In order to determine whether the reading and spelling levels increased because of the introduction of the Enrichment Programme, the relevant data are those gathered from the academic years 2006-2007 and 2007-2008. The data from the year 2005-6 is also included in the table and graphs in the following chapter purely to demonstrate the amount of progress that pupils normally made in one academic year.

An analysis of the data on the reading and spelling ages demonstrated whether pupils made greater progress in their reading and spelling during the year of the Enrichment Programme than would have been expected. It can thus be determined whether this set of data supports or rejects the research prediction.

4.10 Summary

In order to ensure that the picture of pupils' achievements following the introduction of the alternative curriculum was as comprehensive as possible, this chapter has shown that a wide range of data was gathered and analysed in the course of this research.

The majority of the data collected in this research were quantitative in nature and were divided into three categories. First attendance records from the school's information management system were used to establish whether the Enrichment Programme had any impact on improving attendance. Second, data were obtained from the school's behaviour records including in class and lunchtime points, records of serious incidents collated using the Sleuth software, detention and exclusion records and the records of the number of requests for support made to the school's Inclusion Team. Finally data were gathered about the amount of academic progress pupils had made during the time of the Enrichment Programme, namely the progress pupils had made through the National Curriculum levels in the core subjects and also the progress that pupils had made in leaning to read and spell.

When collecting quantitative data, any procedures used in the collection of that data need to be standardised in order that no bias can be introduced into the process. The majority of quantitative data gathered in this research were collected by more than one person, in some cases by many different people. It was important,

therefore, that the data collection procedures were standardised in order to try to minimise the amount of variation.

Further additional data collected in the course of this research were qualitative in nature, coming from the two questionnaires distributed to pupils. The issues surrounding the collection of this qualitative data were concerned with the discourse about whether the most effective way of gathering the information from pupils was via interviews or questionnaires and the advantages and disadvantages that were likely to arise with the two methods.

In this research, since the number of participants taking part in the Enrichment Programme was relatively small, no sample of pupils was taken for the purposes of data collection and instead data from all pupils who participated in the Programme were included in the research.

The various categories of data were collected independently from each other and no set of data was analysed until all the data had been collected. No aspect of the data collection therefore had any bearing on other aspects of data that were gathered. The rationale behind this approach was that had the data been analysed as it were collected, this may have influenced the subsequent data sets that were collected, which would then have introduced the potential for bias in the data collection process.

CHAPTER 5 – PRESENTATION OF DATA

5.1 Introduction

This chapter presents the data that were collected in this research. Due to the constraints of space, only a summary of the data pertinent to each group of data is included in this chapter. All other data, from which the summary data are derived, are included in the appendices.

In this chapter, data within each section are presented in a tabular format with pupils grouped together by academic year group from years 7 to 10. This arrangement facilitated the analysis of the data by year group, in order to establish whether the Enrichment Programme had different levels of impact on the pupils in different year groups. Where an analysis of data refers to pupils in specific year groups, for the sake of consistency, these refer to the groups pupils were in at the start of Enrichment Programme.

In each of the graphs in sections 5.2, 5.3 and 5.4 that show data pertaining to the year groups, the following key has been used:

1 and 2 represent the two terms before the Enrichment Programme
3 and 4 represent the two terms of the Enrichment Programme
5 and 6 represent the two terms after the Enrichment Programme

In keeping with the ethical guidelines laid down by BERA (2004), no pupils are ever identified by name but are identified in the tables using a number and / or their initials, with the same number being used consistently in every table and graph throughout this chapter.

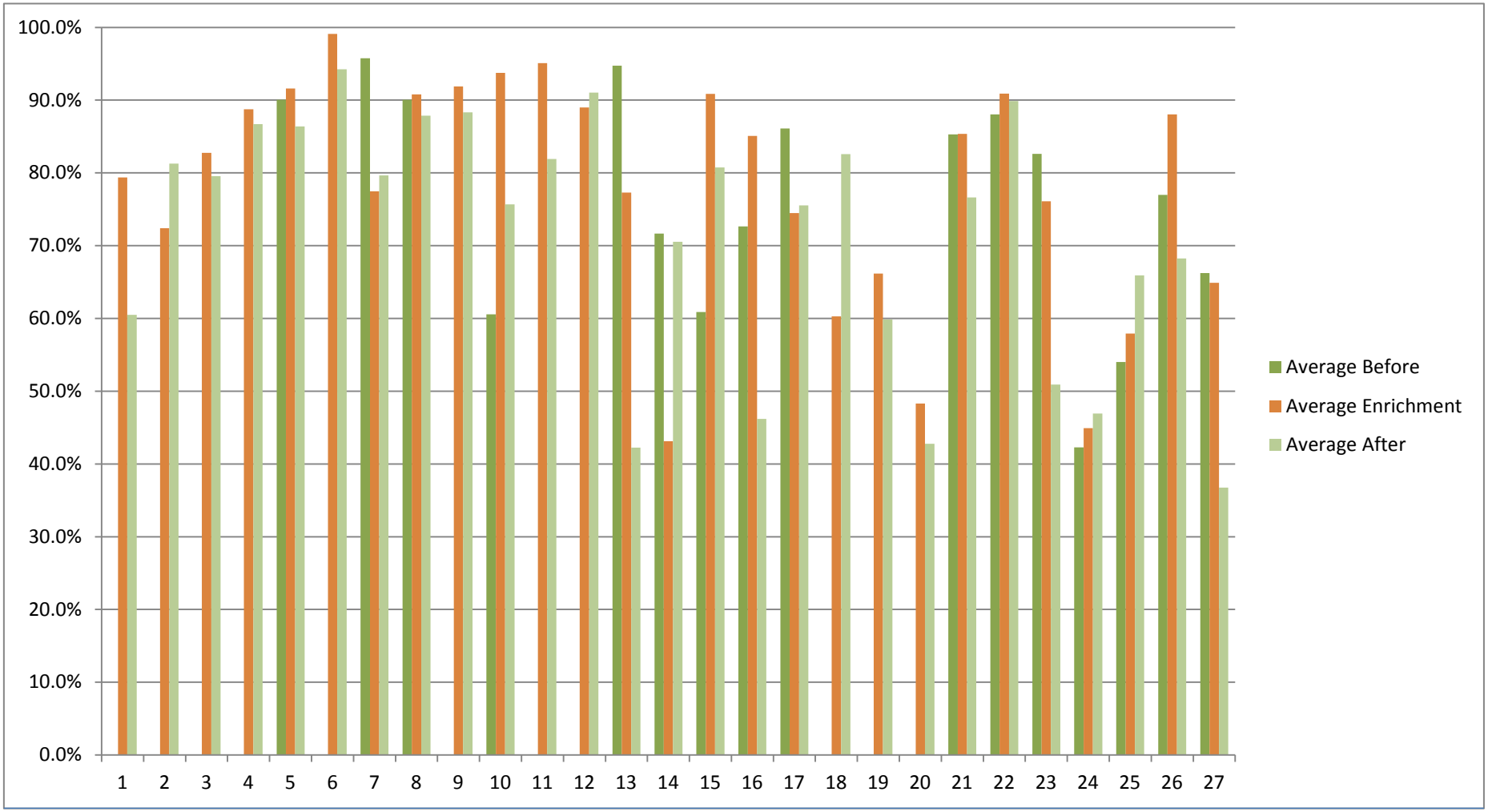
In certain categories of data, there are no data available for the pupils who were in Year 6 in the period before the Enrichment Programme began. This is because data were gathered in different ways for pupils in the primary and secondary phases of the school.

5.2 Attendance

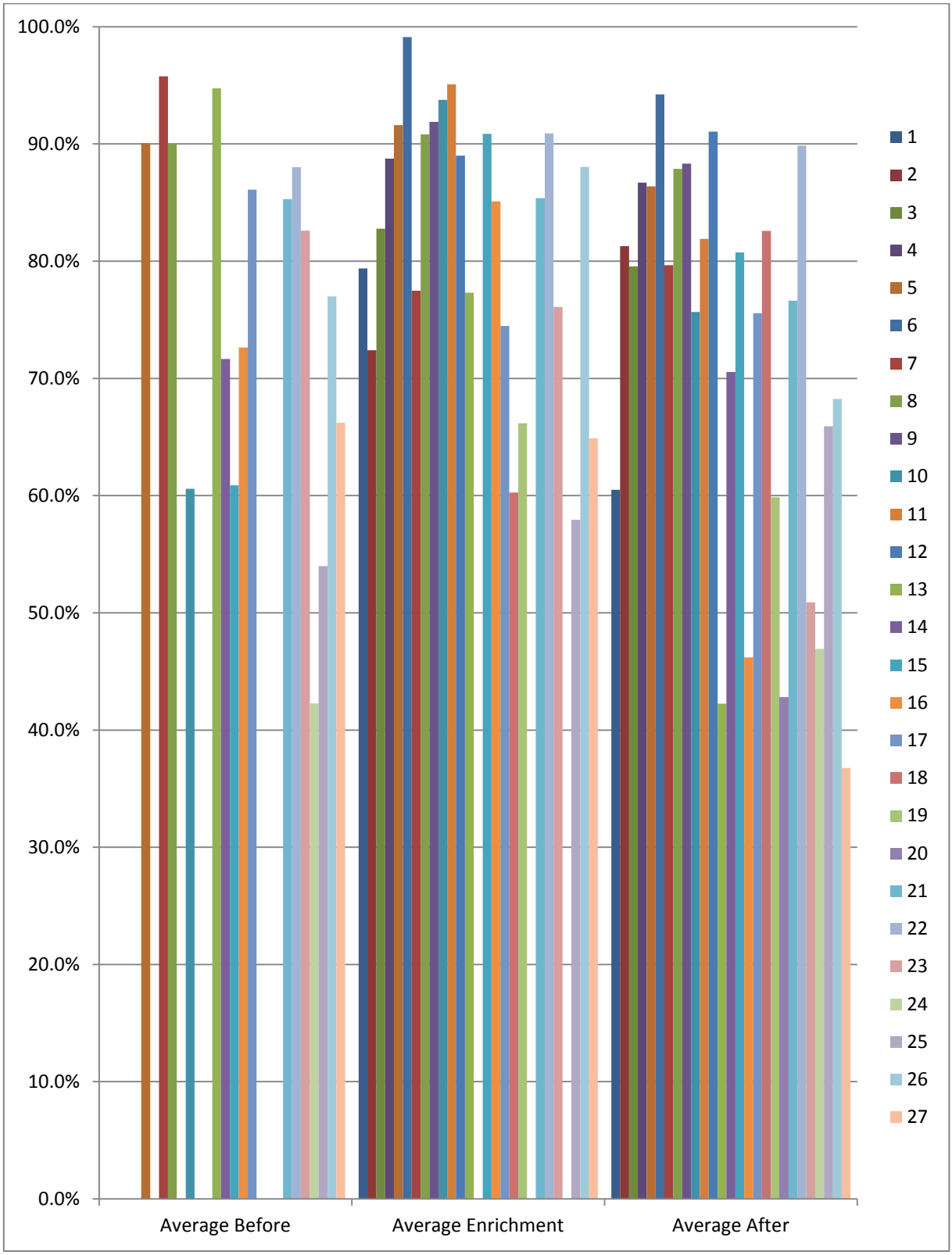
This first table shows the average attendance figures achieved during each of the six half terms that data were collected. It also shows the average attendance achieved by each pupil before, during and after the Enrichment Programme was introduced.

ATTENDANCE									
Pupil number	Attendance 05-06 Spring	Attendance 05-06 Summer	AVERAGE BEOFRE	Attendance 06-07Autumn	Attendance 06-07 Spring	AVERAGE ENRICHMENT	Attendance 06-07 Summer	Attendance 07-08 Autumn	AVERAGE AFTER
1				79.3%	79.5%	79.4%	66.7%	54.3%	60.5%
2				77.9%	67.0%	72.4%	82.5%	80.0%	81.3%
3				87.9%	77.7%	82.8%	90.5%	68.6%	79.5%
4				90.0%	87.5%	88.8%	90.5%	82.9%	86.7%
Y7 Average				83.8%	77.9%	80.8%	82.5%	71.5%	77.0%
5	91.5%	88.6%	90.1%	92.1%	91.1%	91.6%	92.1%	80.7%	86.4%
6				100.0%	98.2%	99.1%	75.0%	96.4%	94.2%
7	91.5%	100.0%	95.8%	84.3%	70.7%	77.5%	84.3%	75.0%	79.7%
8	92.4%	87.7%	90.0%	98.6%	83.0%	90.8%	92.9%	82.9%	87.9%
9					91.9%	91.9%	95.2%	81.4%	88.3%
10	72.0%	49.1%	60.6%	89.3%	98.2%	93.8%	70.6%	80.7%	75.7%
11				95.5%	94.6%	95.1%	88.1%	75.7%	81.9%
12				89.0%		89.0%	95.5%	86.6%	91.1%
Y8 Average	86.9%	81.4%	84.1%	92.7%	89.7%	91.1%	88.8%	82.4%	85.6%
13	94.8%	94.7%	94.8%	82.3%	72.3%	77.3%	59.5%	25.0%	42.3%
14	81.9%	61.4%	71.7%	55.0%	31.3%	43.1%	75.4%	65.7%	70.6%
15	60.3%	61.4%	60.9%	89.5%	92.2%	90.9%	65.9%	95.6%	80.8%
16	68.1%	77.2%	72.6%	87.1%	83.0%	85.1%	38.1%	54.3%	46.2%
17	84.5%	87.7%	86.1%	72.1%	76.8%	74.5%	75.4%	75.7%	75.6%
18				57.1%	63.4%	60.3%	80.2%	85.0%	82.6%
19					66.2%	66.2%	61.1%	58.6%	59.9%
20				31.5%	65.2%	48.3%	47.6%	37.9%	42.8%
21		85.3%	85.3%	89.5%	81.3%	85.4%	82.5%	70.7%	76.6%
Y9 Average	77.9%	78.0%	78.6%	70.5%	70.2%	70.1%	65.1%	63.2%	64.1%
22	88.3%	87.7%	88.0%	90.7%	91.1%	90.9%	83.3%	96.4%	89.9%
23	89.0%	85.5%	82.6%	68.6%	83.6%	76.1%	56.8%	45.0%	50.9%
24	31.0%	53.5%	42.3%	55.0%	34.8%	44.9%	45.2%	48.6%	46.9%
25	38.5%	69.5%	54.0%	73.9%	42.0%	57.9%	90.9%	40.9%	65.9%
26	72.4%	81.6%	77.0%	92.1%	83.9%	88.0%	89.7%	46.8%	68.2%
27	72.1%	60.3%	66.2%	66.2%	63.6%	64.9%	23.0%	50.5%	36.8%
Y10 Average	65.2%	73.0%	68.4%	74.4%	66.5%	70.5%	64.8%	54.7%	59.8%
Overall Average	76.1%	77.3%	76.6%	80.1%	76.1%	78.1%	75.1%	68.6%	71.8%

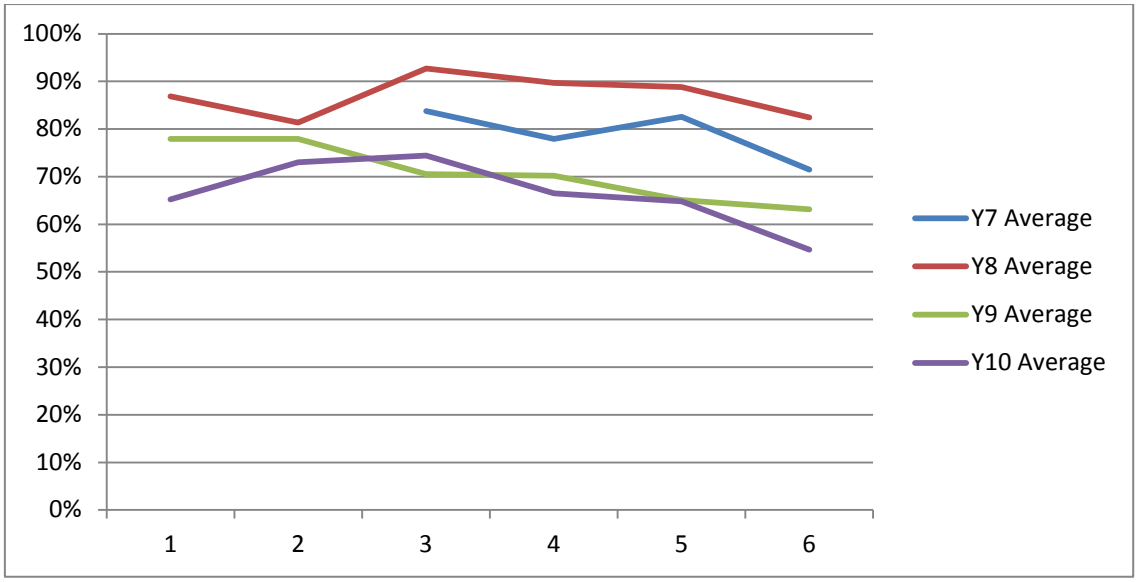
Average attendance by individual pupil



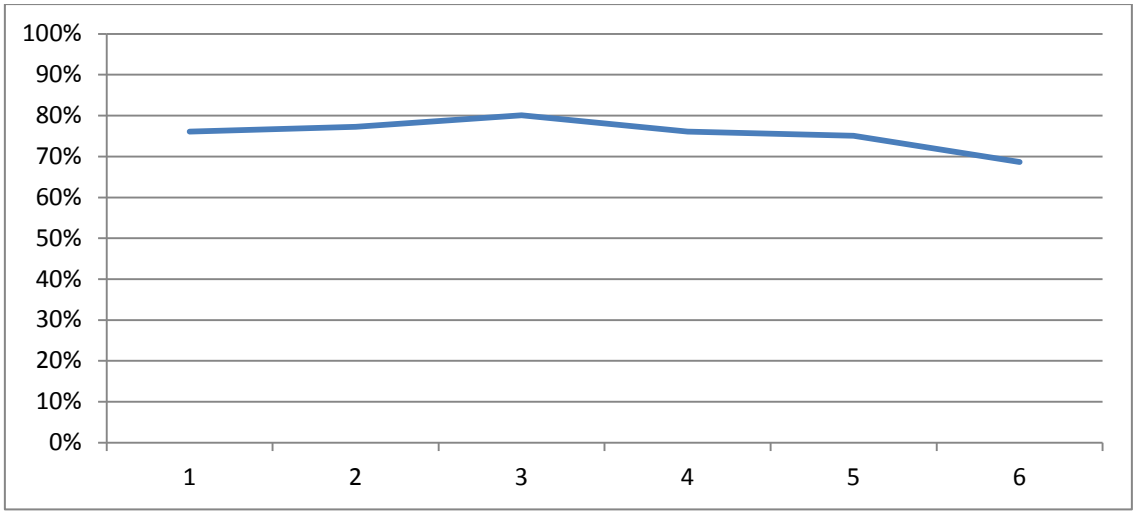
Average attendance by individual pupil



Average attendance by year group



Average attendance by whole school

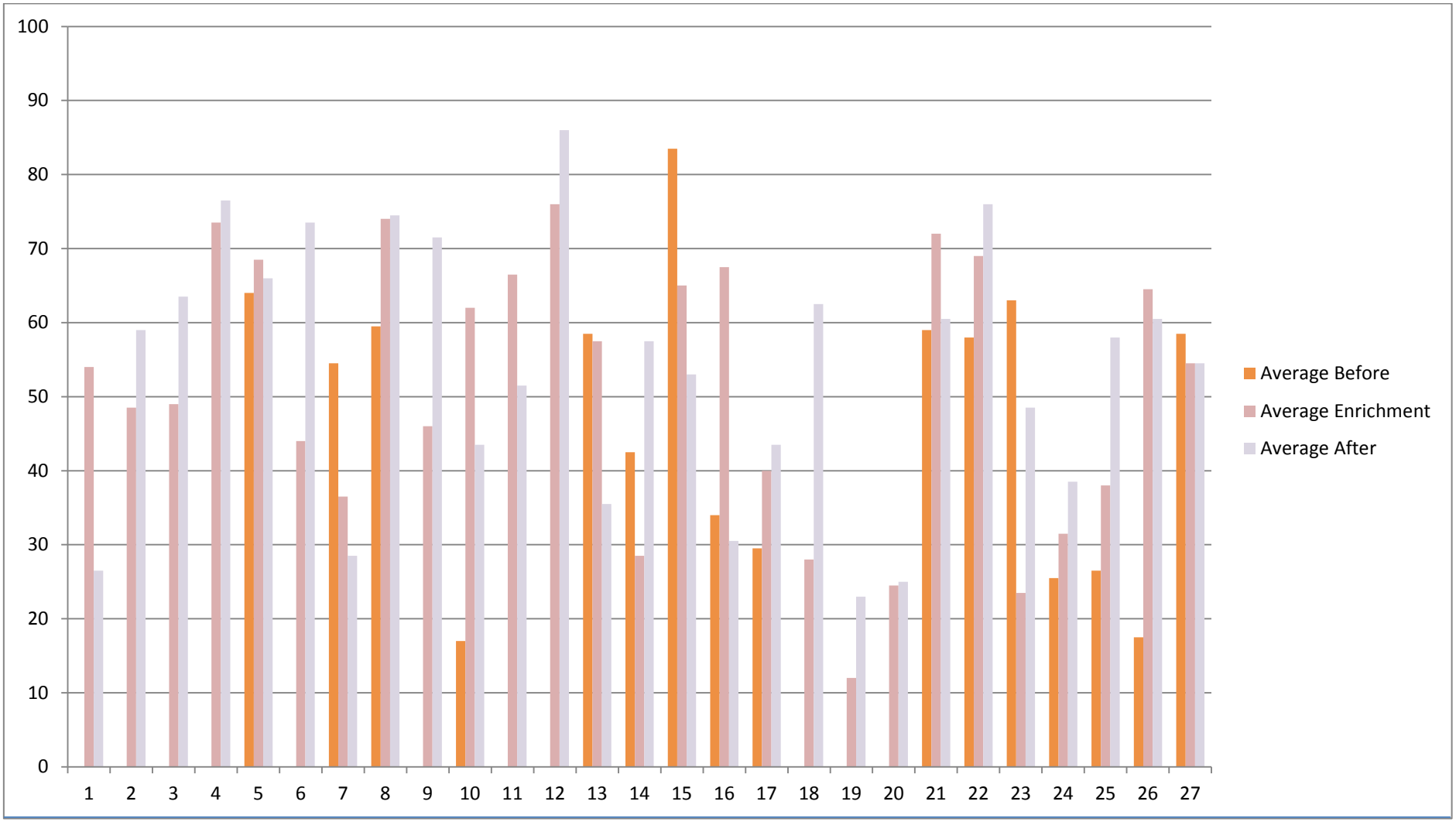


5.3 Behaviour - In class and lunchtime points

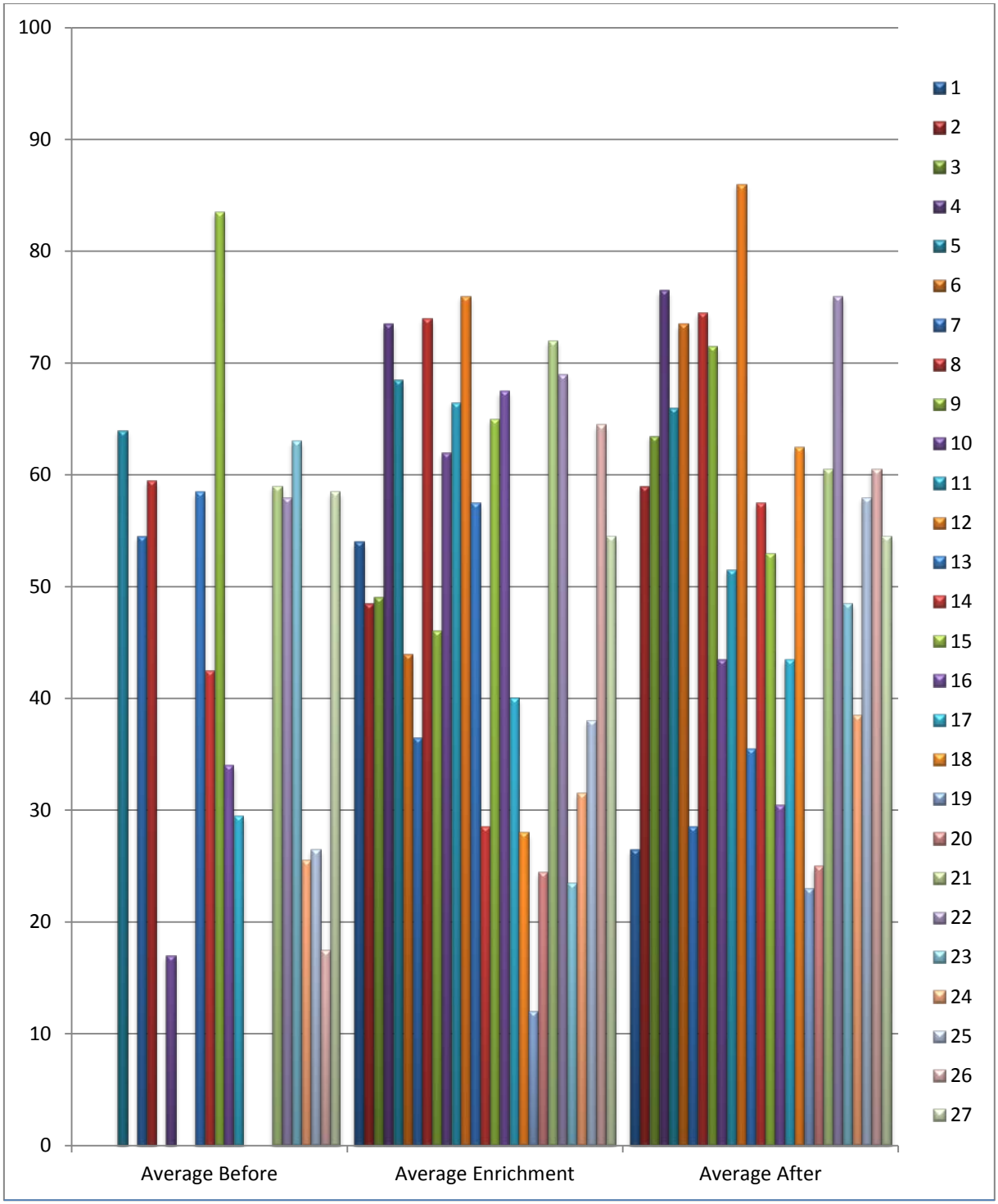
This table shows the average number of points awarded to each pupil for their behaviour in class per week. It also shows the average number of points before, during and after the Enrichment Programme was introduced.

BEHAVIOUR – IN CLASS POINTS									
Pupil number	Average Points 05-06 Spring	Average Points 05-06 Summer	AVERAGE BEFORE	Average Points 06-07 Autumn	Average Points 06-07Spring	AVERAGE ENRICHMENT	Average Points 06-07 Summer	Average Points 07-08 Autumn	AVERAGE AFTER
1				53	55	54	28	25	27
2				59	38	48	56	62	59
3				53	45	49	68	59	63
4				75	72	73	72	81	76
Y7 Average				60	52	56	56	57	56
5	55	73	64	71	66	69	65	67	66
6				12	76	44	54	93	74
7	61	48	55	41	32	36	27	30	29
8	59	60	60	82	66	74	73	76	74
9					46	23	68	75	72
10	17	17	17	58	66	62	37	50	44
11				71	62	66	57	46	52
12				76		38	77	95	86
Y8 Average	48	49	49	59	59	59	57	67	62
13	67	50	58	62	53	58	35	36	35
14	43	42	43	36	21	28	51	64	57
15	83	84	83	66	64	65	65	41	53
16	38	30	34	74	61	68	22	39	30
17	34	25	29	41	39	40	43	44	44
18				13	43	28	54	71	62
19					12	12	24	22	23
20				17	32	24	32	18	25
21		59	29	80	64	72	54	67	61
Y9 Average	53	48	51	49	43	46	42	45	43
22	72	44	58	74	64	69	65	87	76
23	72	54	63	21	26	24	44	53	49
24	35	16	26	40	23	31	38	39	39
25	22	31	26	43	33	38	65	51	58
26	22	13	18	69	60	64	61	60	60
27	60	57	58	49	60	55	52	57	54
Y10 Average	47	36	41	49	44	47	54	58	56
Overall Average	49	45	47	54	50	52	52	56	54

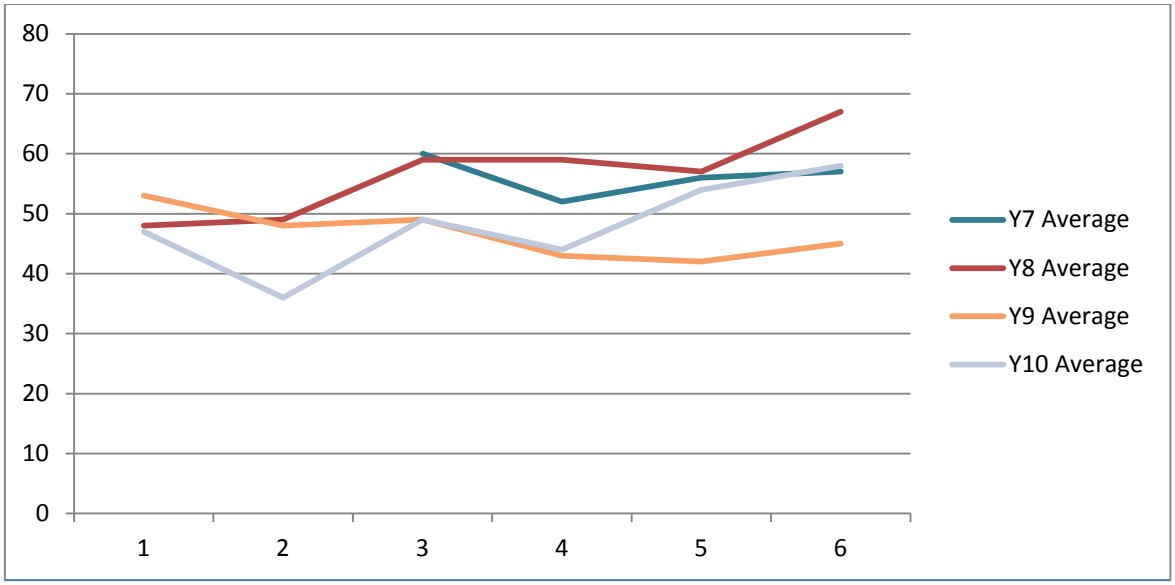
Average number of points scored in class by individual pupil



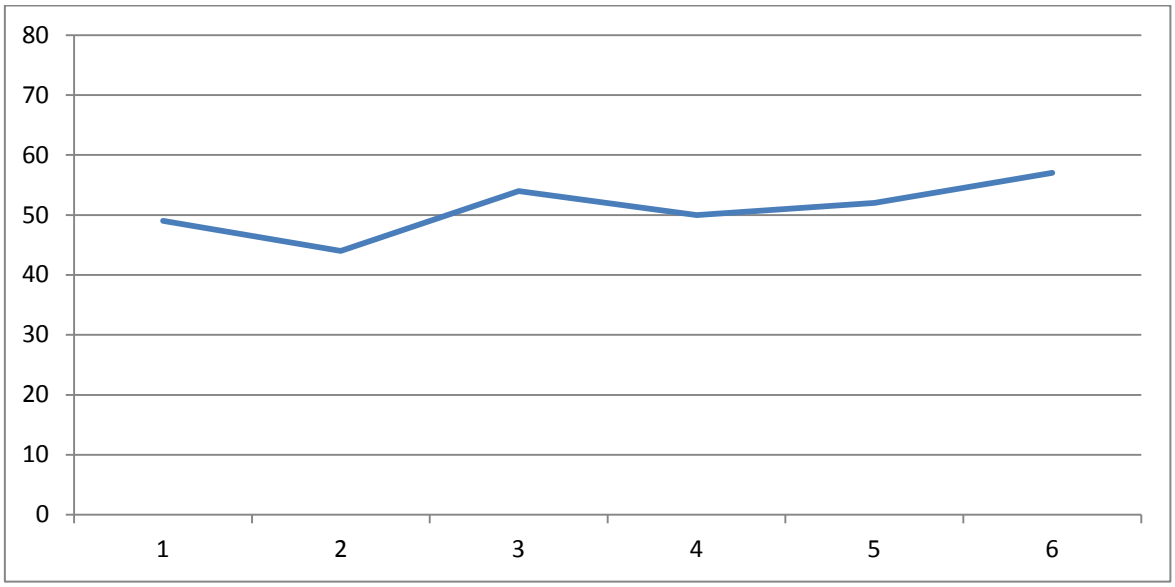
Average number of points scored in class by individual pupil



Average number of points scored in class by year group



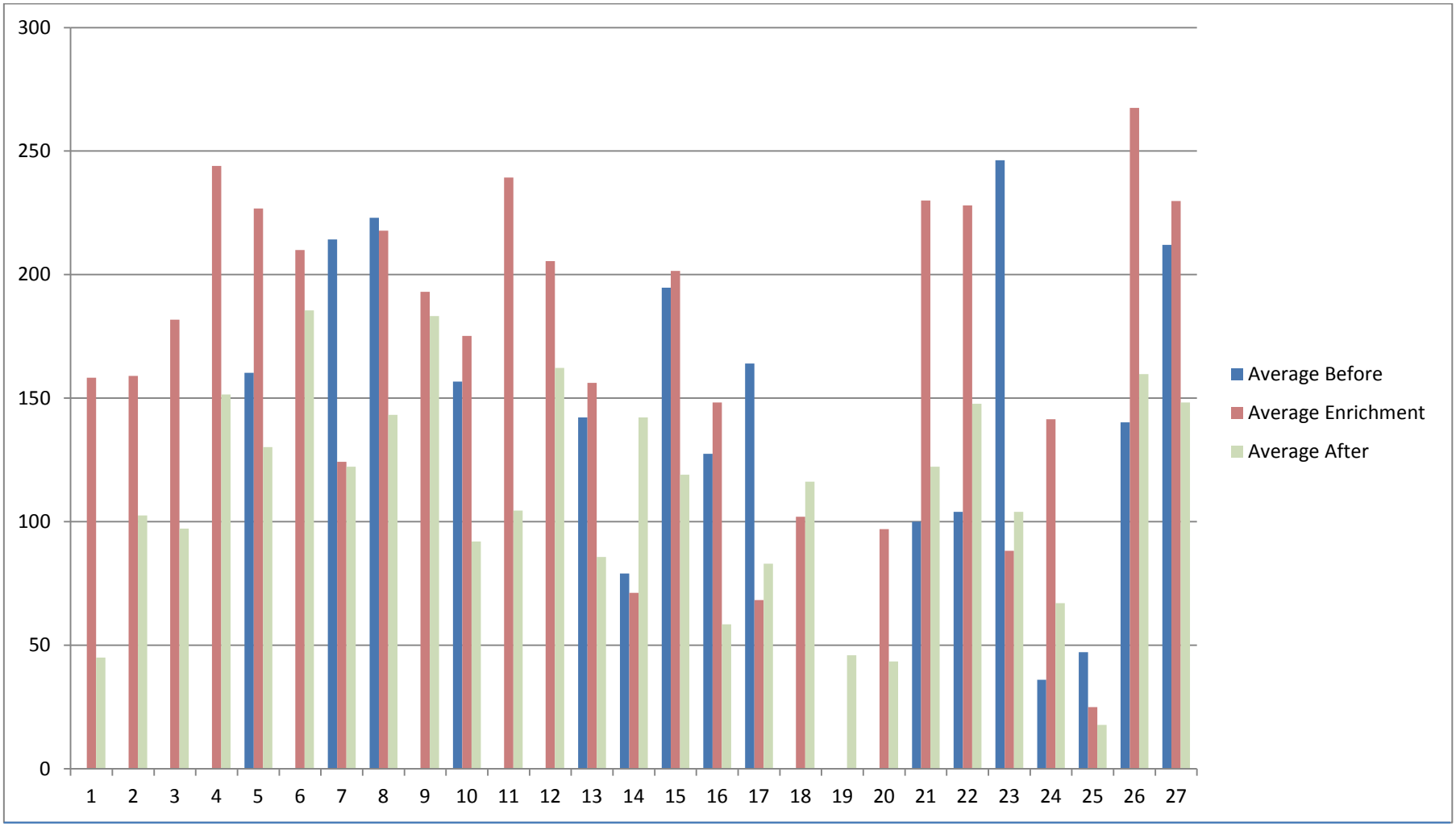
Average number of points scored in class by whole school



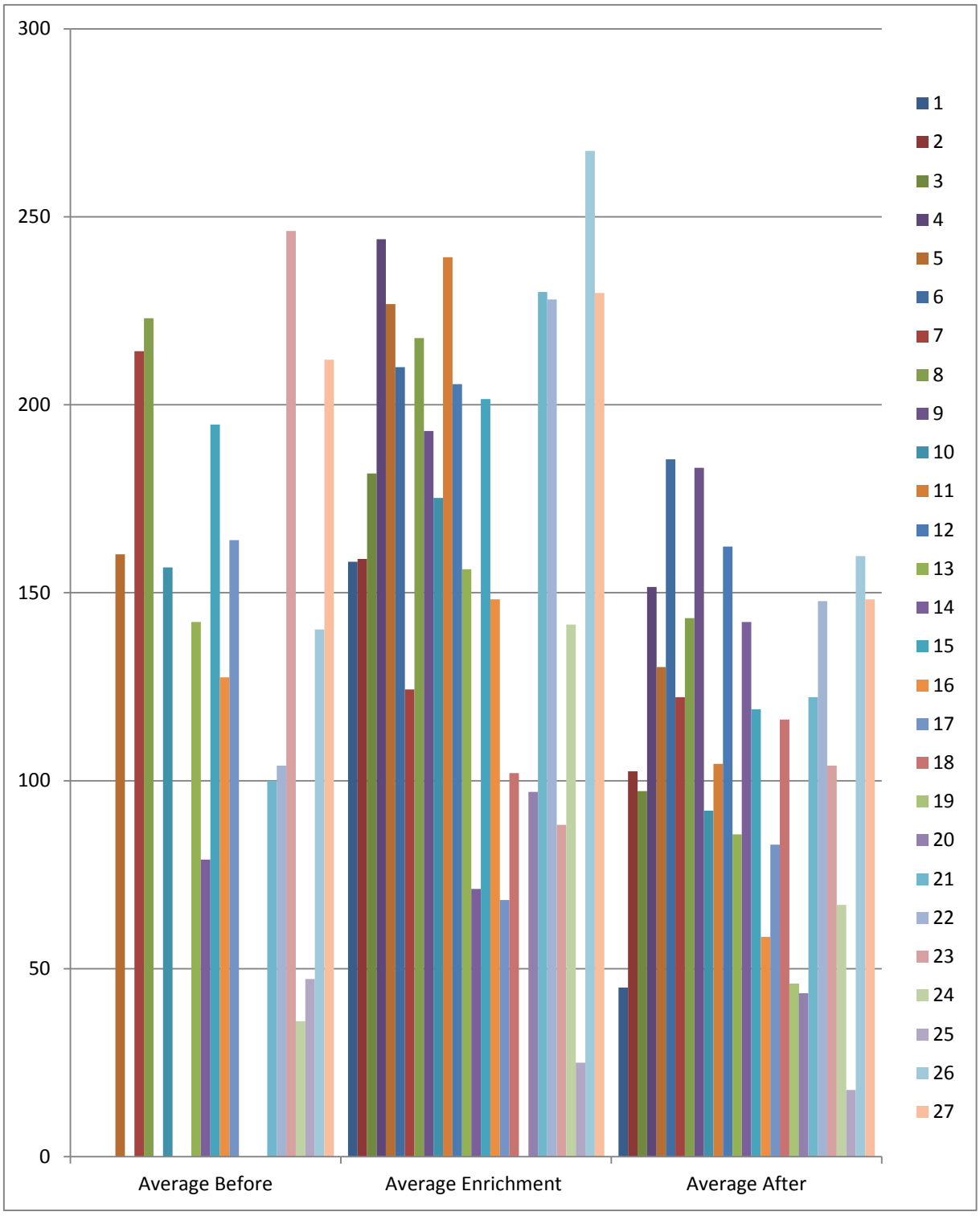
The next table shows the total number of points awarded to pupils during lunchtimes in the six half terms that data were collected. It also shows the average number of points awarded to each pupil before, during and after the introduction of the Enrichment Programme.

BEHAVIOUR - LUNCHTIME POINTS									
Pupil number	Average Points 05-06 Spring	Average Points 05-06 Summer	AVERAGE BEFORE	Average Points 06-07 Autumn	Average Points 06-07Spring	AVERAGE ENRICHMENT	Average Points 06-07 Summer	Average Points 07-08 Autumn	AVERAGE AFTER
1				215	102	158	32	58	45
2				211	108	159	74	131	103
3				246	118	182	75	120	97
4				294	194	244	122	181	152
Y7 Average				241	130	186	76	123	99
5	120	201	160	230	224	227	137	124	130
6					210	210	85	286	186
7	185	244	214	125	124	124	109	136	122
8	159	287	223	290	146	218	151	136	143
9					193	193	141	226	183
10	145	169	157	165	186	175	82	102	92
11				262	217	239	112	97	105
12				292	119	206	155	170	162
Y8 Average	152	225	189	227	177	199	121	160	140
13	126	159	142	187	126	156	87	85	86
14	72	86	79	79	64	71	119	166	142
15	165	225	195	242	161	202	134	105	119
16	93	162	128	173	124	148	66	51	59
17	158	171	164	105	32	68	73	94	83
18					102	102	118	115	116
19							17	76	46
20				74	121	97	62	25	44
21	96	104	100	247	213	230	151	94	122
Y9 Average	118	151	135	158	118	134	92	90	91
22	111	97	104	239	217	228	158	138	148
23	182	311	246	116	61	88	70	138	104
24	24	48	36	230	53	142	50	84	67
25	18	77	47	40	10	25	14	22	18
26	138	143	140	358	177	268	184	136	160
27	135	290	212	281	179	230	166	131	148
Y10 Average	101	161	131	211	116	163	107	108	107
Overall average	124	179	151	209	135	171	99	120	109

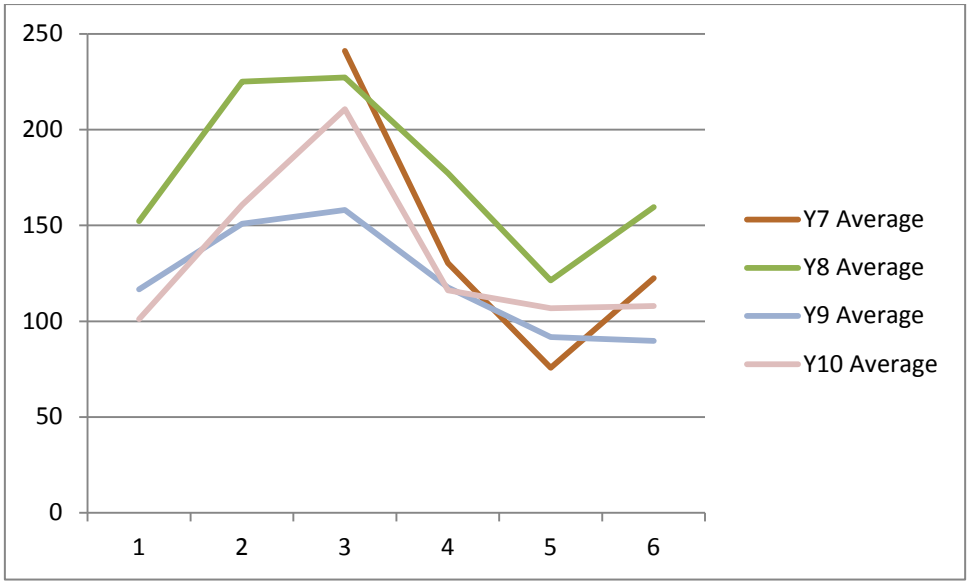
Average lunchtime points by individual pupil



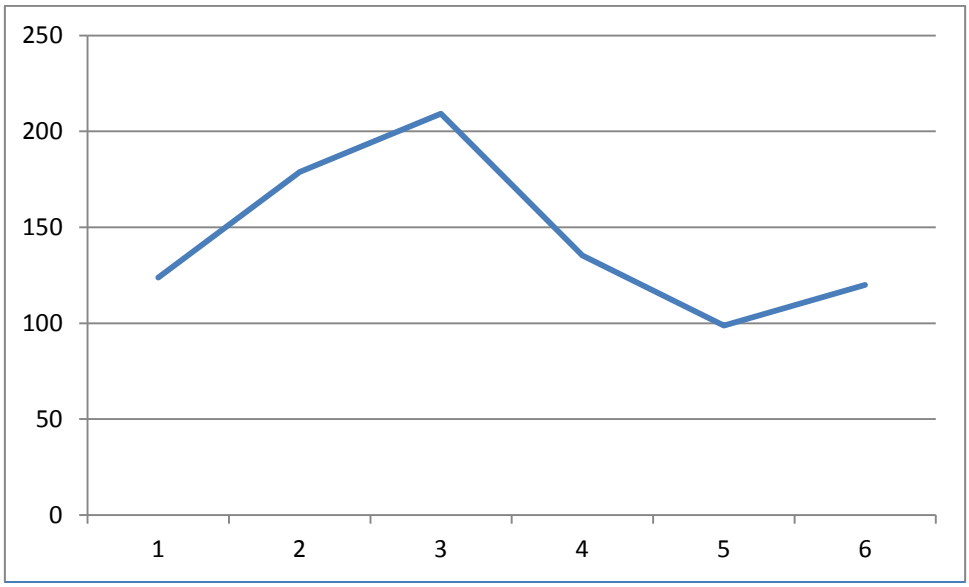
Average lunchtime points by individual pupil



Average lunchtime points by year group



Average lunchtime points by whole school

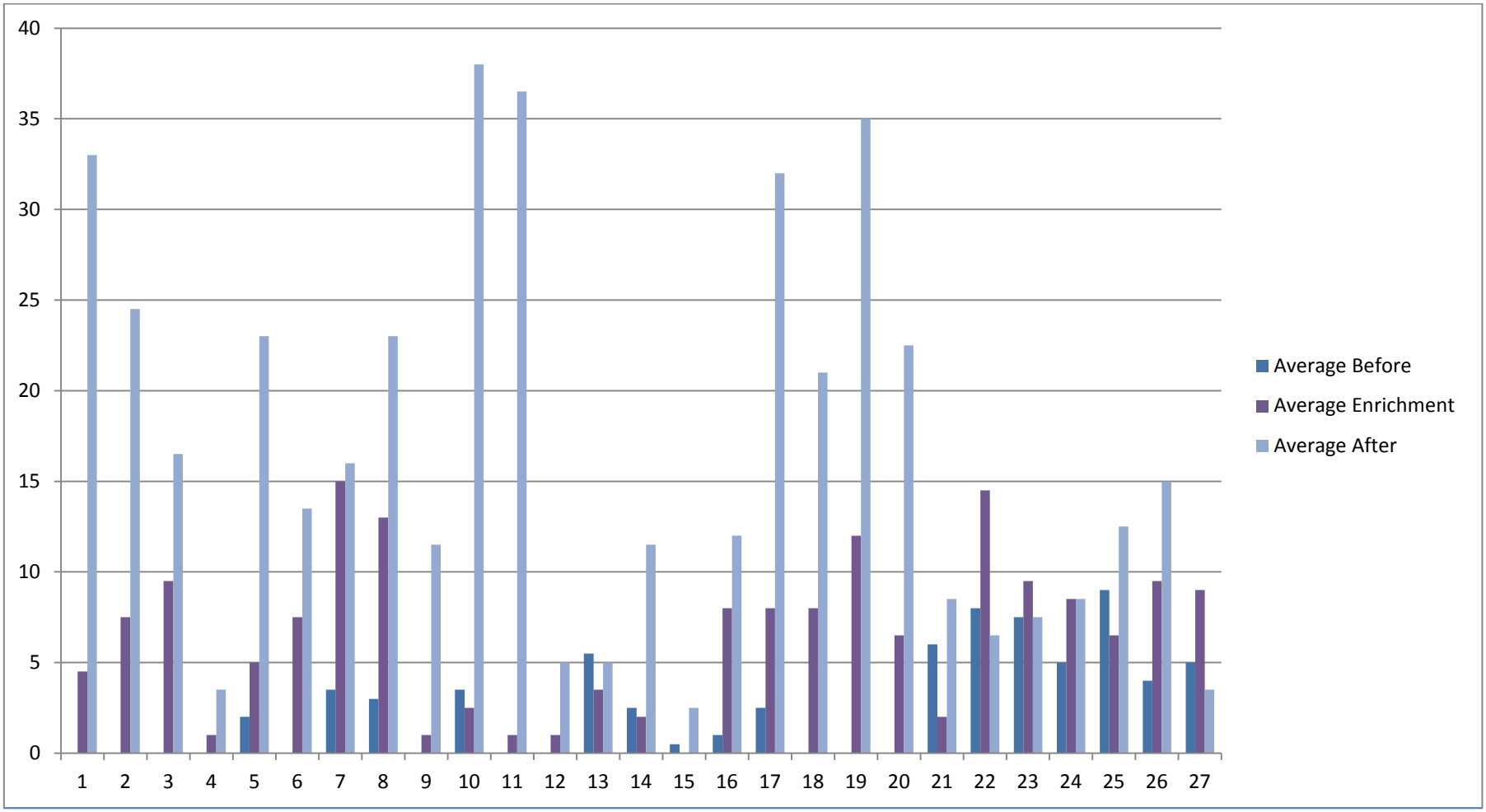


5.4 Behaviour - Number of incidents

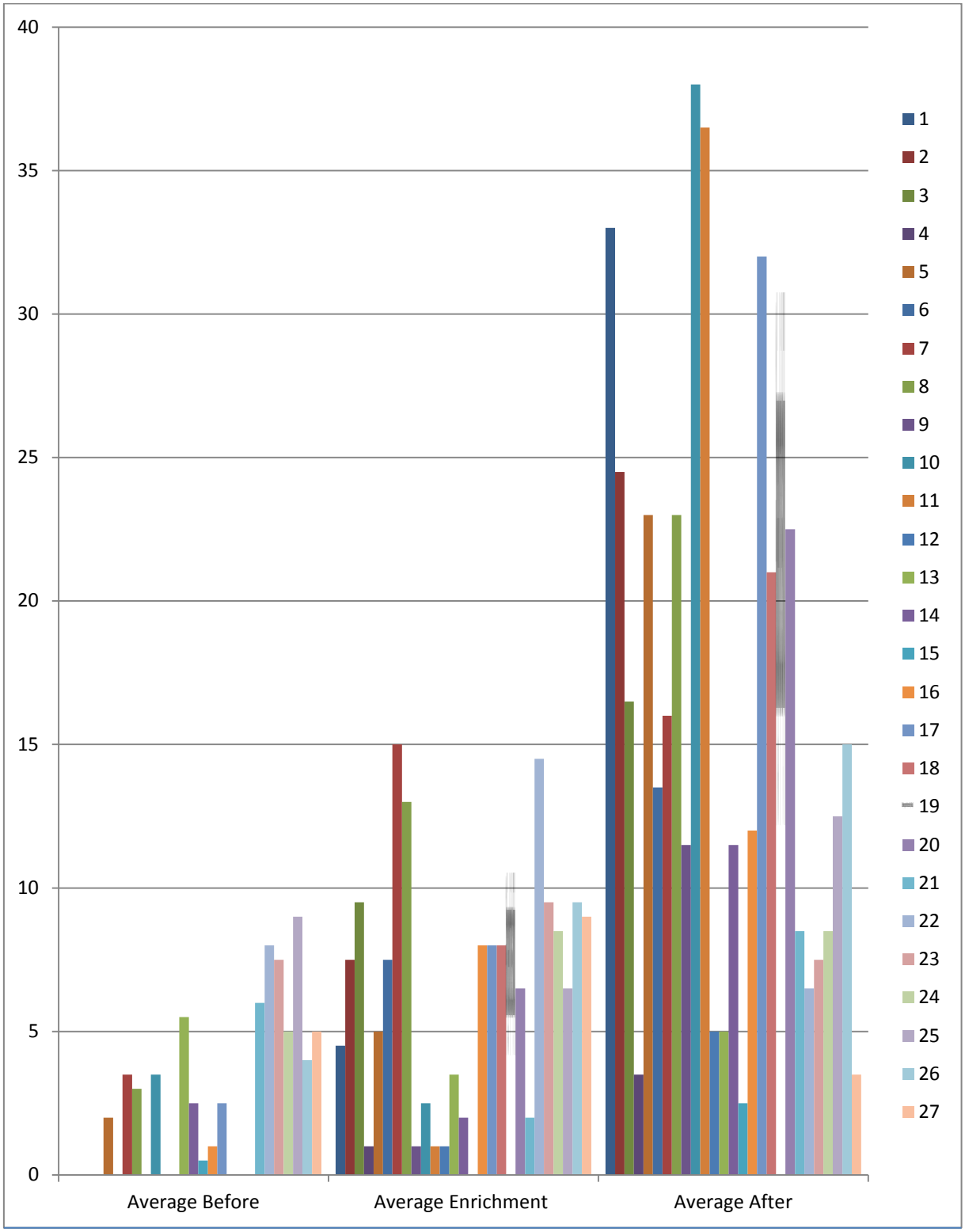
This table shows the number of incidents in which pupils were involved each half term. It also shows the average number of incidents per pupil before, during and after the introduction of the Enrichment Programme.

BEHAVIOUR – NUMBER OF INCIDENTS									
Pupil number	**Number of Incidents 05-06 Spring**	**Number of Incidents 05-06 Summer**	**AVERAGE BEFORE**	**Number of Incidents 06-07 Autumn**	**Number of Incidents 06-07Spring**	**AVERAGE ENRICHMENT**	**Number of Incidents 06-07 Summer**	**Number of Incidents 07-08 Autumn**	**AVERAGE AFTER**
1				3	6	5	32	34	33
2				5	10	8	23	26	25
3				12	7	10	9	24	17
4				2	0	1	4	3	4
Y7 Average				6	6	6	17	22	19
5	3	1	2	2	8	5	20	26	23
6				4	11	8	16	11	14
7	4	3	4	22	8	15	5	27	16
8	5	1	3	10	16	13	19	27	23
9					1	1	10	13	12
10	3	4	4	1	4	3	19	57	38
11				1	1	1	25	48	37
12				1		1	4	6	5
Y8 Average	4	2	3	6	7	6	15	27	21
13	5	6	6	2	5	4	6	4	5
14	3	2	3	3	1	2	17	6	12
15	0	1	1	0	0	0	2	3	3
16	0	2	1	6	10	8	9	15	12
17	1	4	3	10	6	8	25	39	32
18				2	14	8	18	24	21
19					12	12	22	48	35
20				9	4	7	16	29	23
21		6	6	4	0	2	8	9	9
Y9 Average	2	4	3	5	6	5	14	20	17
22	7	9	8	13	16	15	6	7	7
23	7	8	8	9	10	10	6	9	8
24	1	9	5	7	10	9	8	9	9
25	2	16	9	6	7	7	8	17	13
26	0	8	4	9	10	10	12	18	15
27	3	7	5	9	9	9	1	6	4
Y10 Average	3	10	6	9	10	10	7	11	9
Overall average	3	5	4	6	7	7	13	20	16

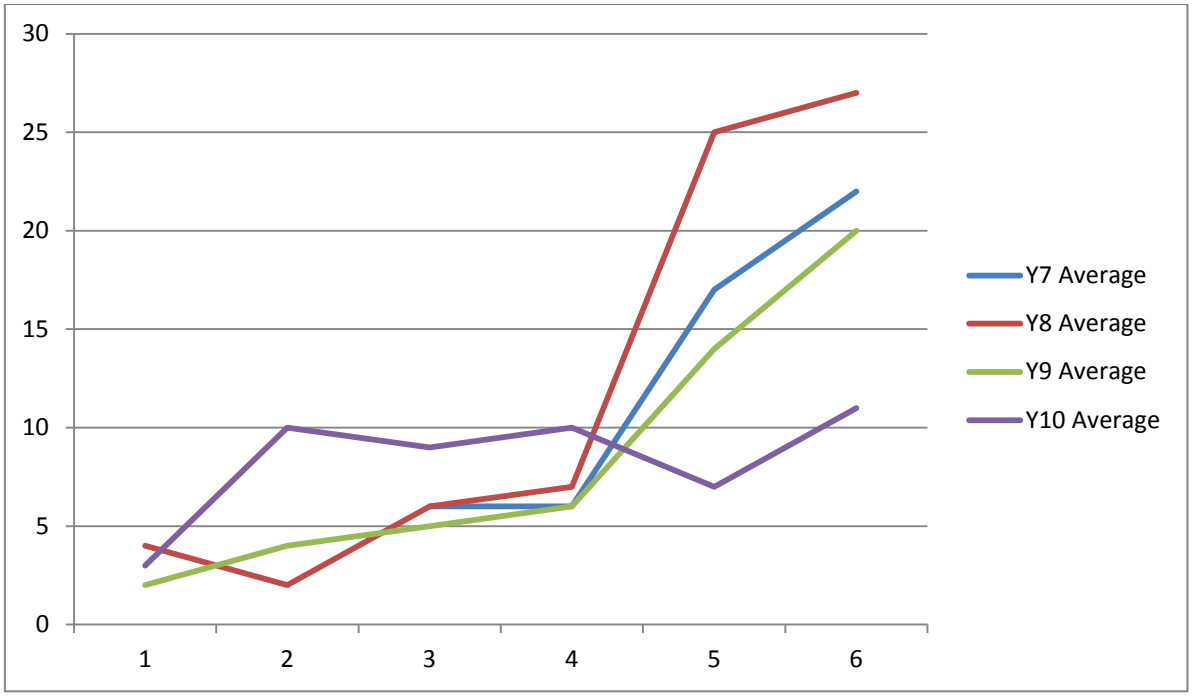
Number of incidents of poor behaviour by individual pupil



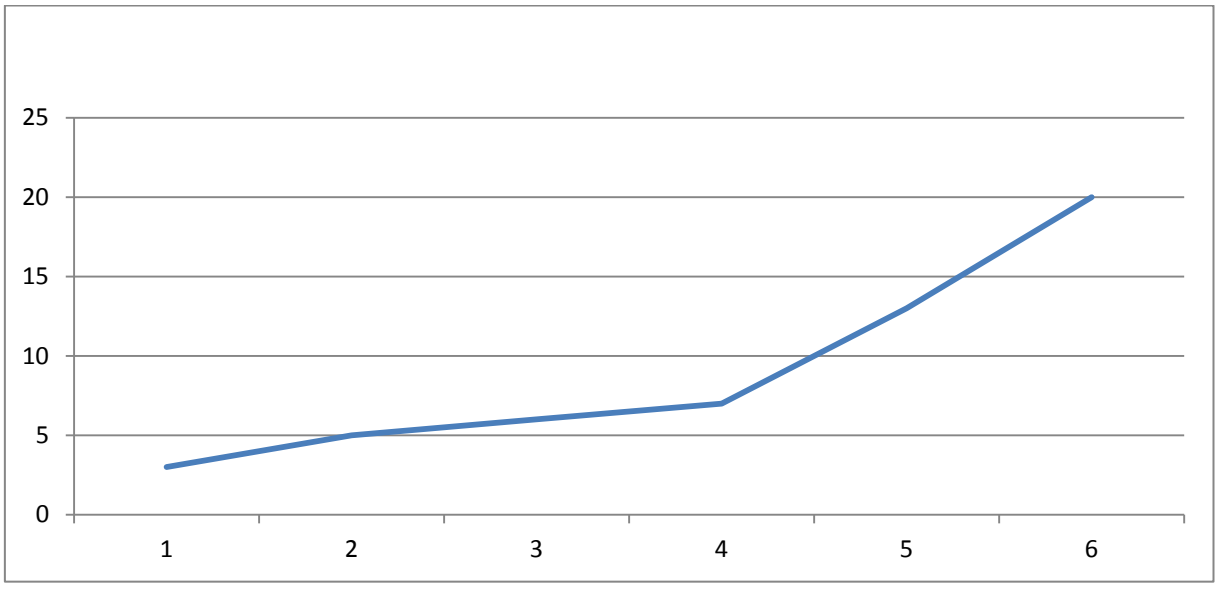
Number of incidents of poor behaviour by individual pupil



Average number of incidents of poor behaviour by year group



Average number of incidents of poor behaviour by whole school

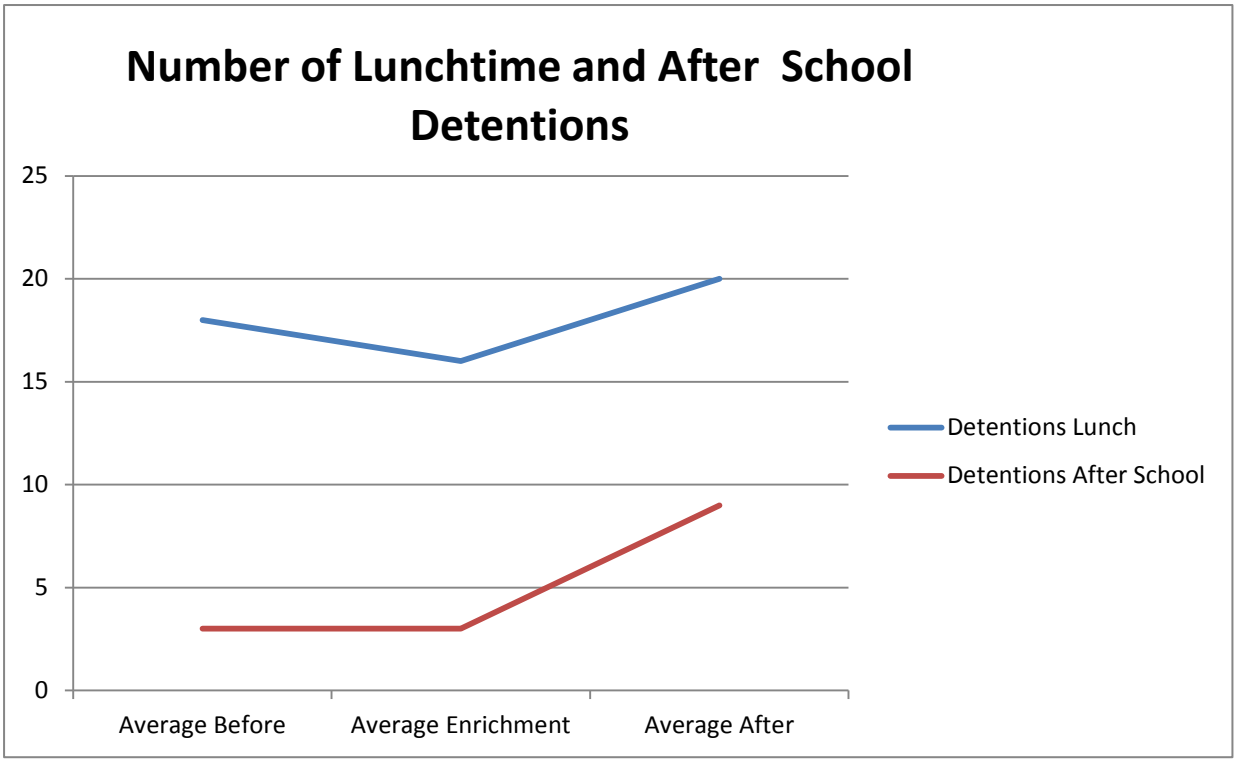


5.5 Detentions, support and exclusions

The next three pages show the data gathered on the number of detentions, both at lunchtimes and after school, the number of times a teacher requested support from a member of the Inclusion Team and the numbers of fixed term exclusions.

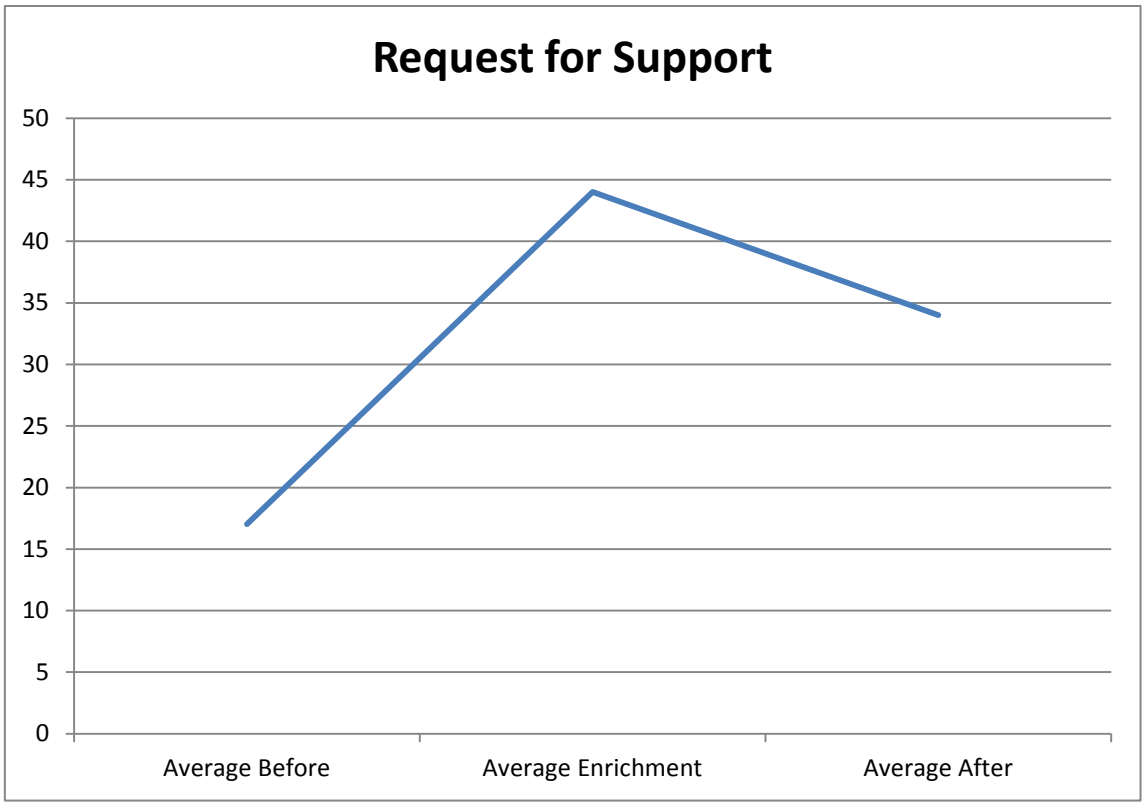
Detentions

	Detentions	
	Lunch	After School
Spring 2005-2006	13	1
Summer 2005-2006	14	4
Average Before	14	3
Autumn 2006-2007	13	3
Spring 2006-2007	19	3
Average Enrichment	16	3
Summer 2006-2007	20	9
Autumn 2007-2008	21	9
Average After	20	9



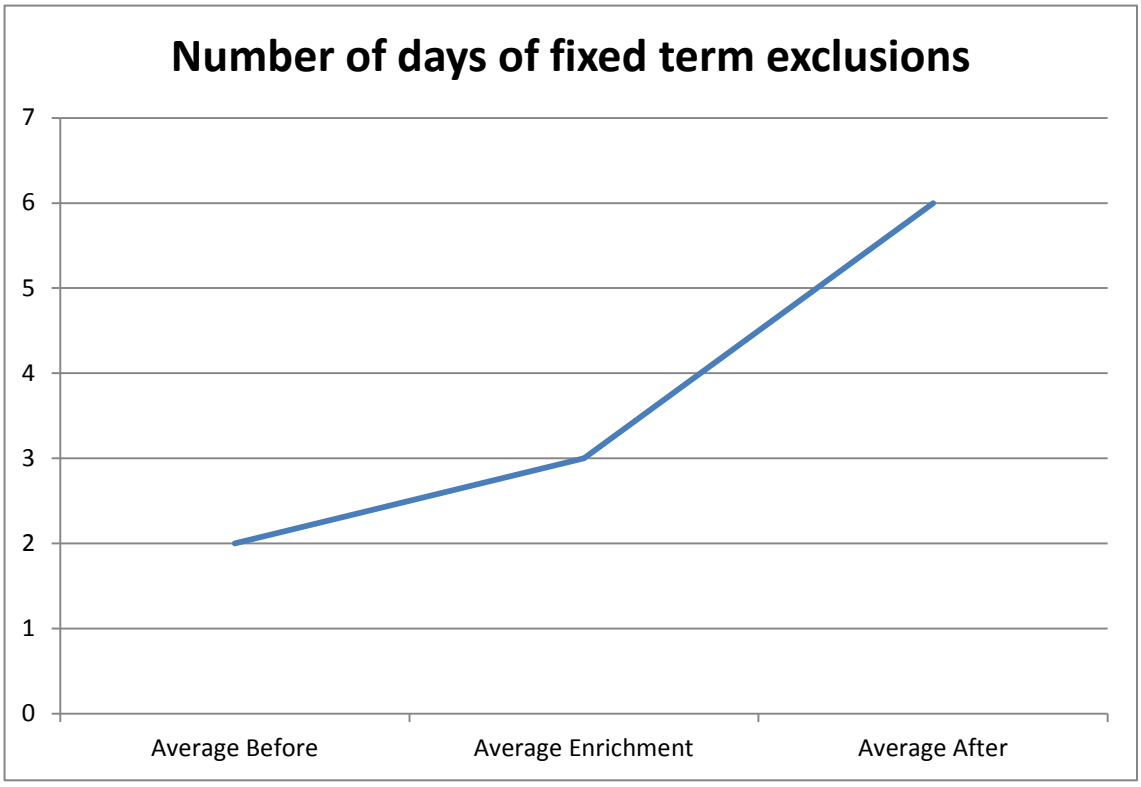
Support

	Number of requests for support
Spring 2005-2006	16
Summer 2005-2006	18
Average Before	17
Autumn 2006-2007	40
Spring 2006-2007	47
Average Enrichment	44
Summer 2006-2007	33
Autumn 2007-2008	35
Average After	34



Exclusions

	Number of days of fixed term exclusions
Spring 2005-2006	3
Summer 2005-2006	2
Average Before	2
Autumn 2006-2007	2
Spring 2006-2007	4
Average Enrichment	3
Summer 2006-2007	4
Autumn 2007-2008	8
Average After	6



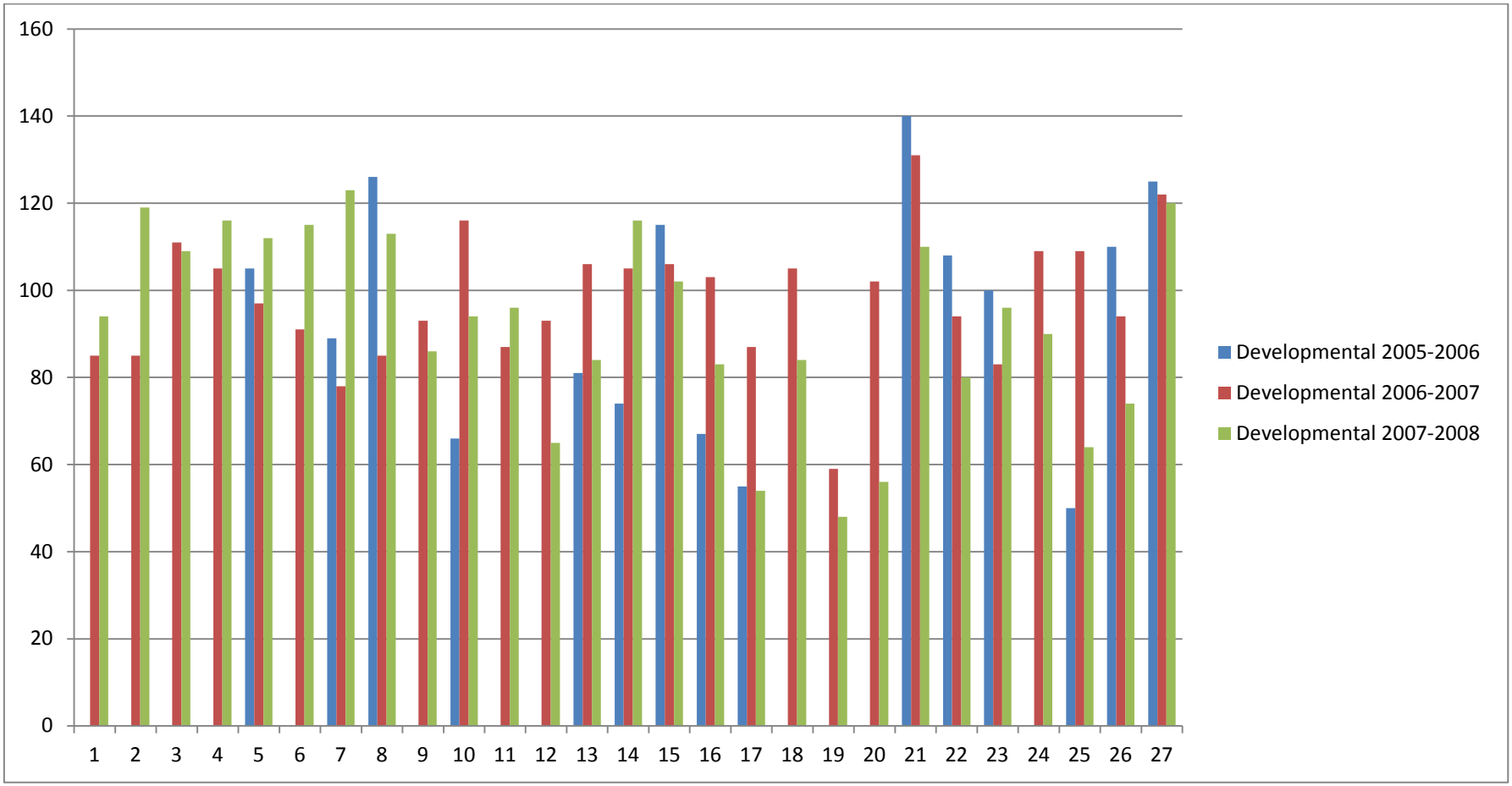
5.6 Boxall Profiles

The following table shows the Developmental data obtained from the Boxall Profiles.

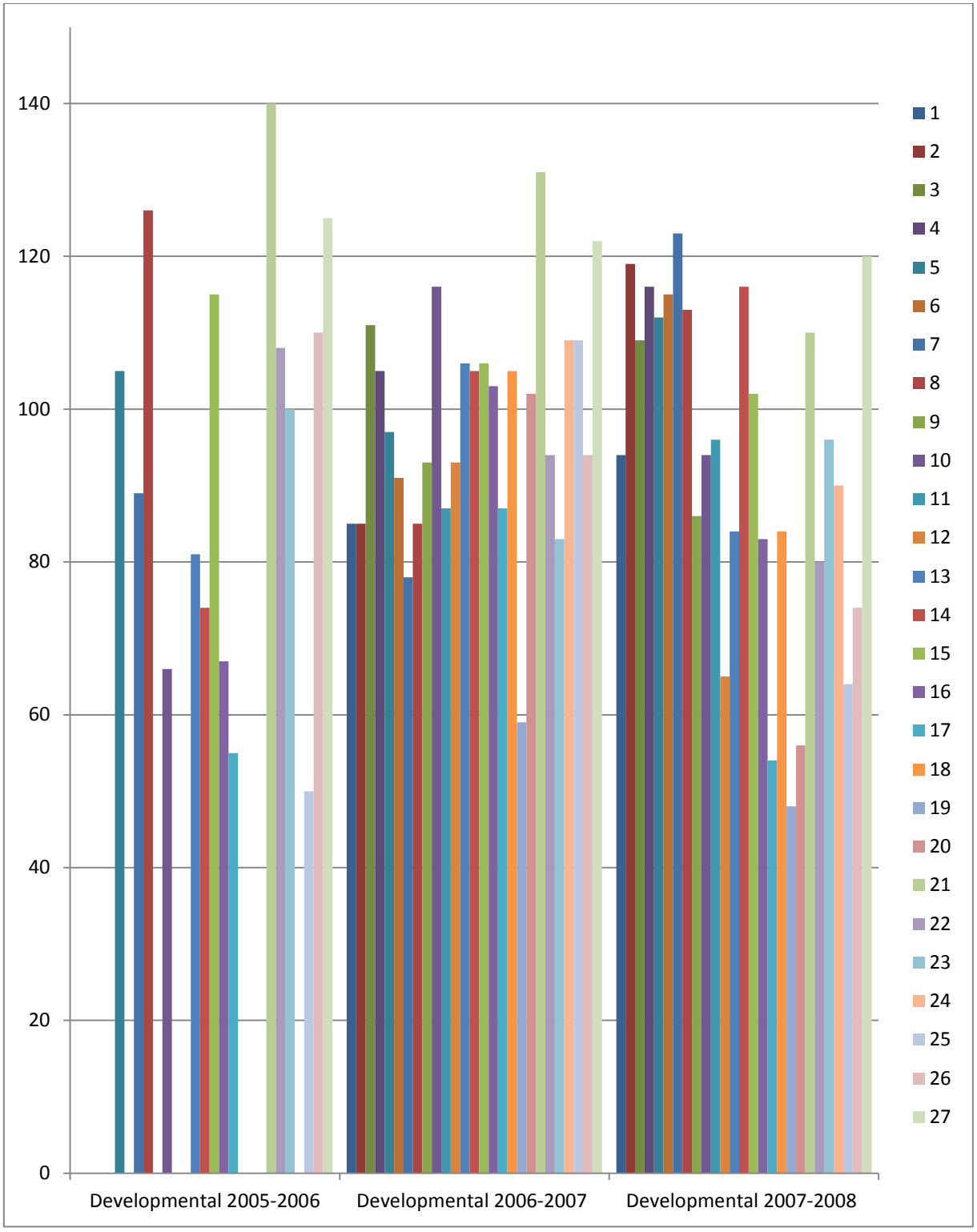
In the Developmental section, a higher score is more desirable.

Pupil Number	Development 2005-2006	Development 2006-2007	Development 2007-2008
1		85	94
2		85	119
3		111	109
4		105	116
Y7 Average		97	110
5	105	97	112
6		91	115
7	89	78	123
8	126	85	113
9		93	86
10	66	116	94
11		87	96
12		93	65
Y8 Average	97	93	101
13	81	106	84
14	74	105	116
15	115	106	102
16	67	103	83
17	55	87	54
18		105	84
19		59	48
20		102	56
21	140	131	110
Y9 Average	89	100	82
22	108	94	80
23	100	83	96
24	106	109	90
25	50	109	64
26	110	94	74
27	125	122	120
Y10 Average	99	102	87
Overall average	95	98	95

Boxall Developmental Scores by individual pupil

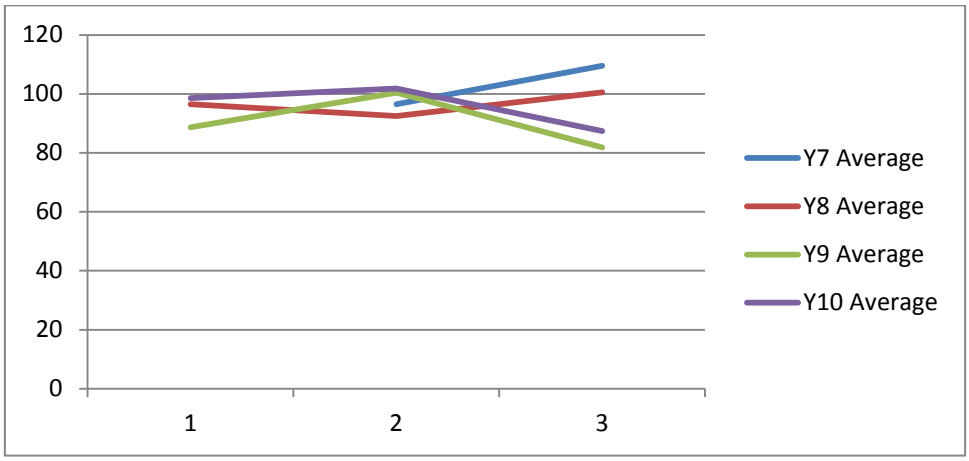


Boxall Developmental Scores by individual pupil

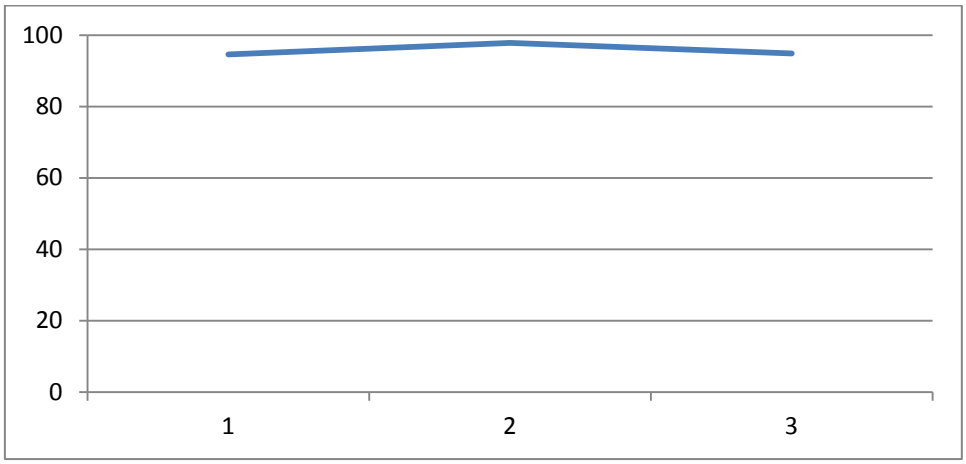


Boxall Developmental Scores by year group

Developmental Score			
	2005-2006	**2006-2007**	**2007-2008**
Y7 Average		97	110
Y8 Average	97	93	101
Y9 Average	89	100	82
Y10 Average	99	102	87
Whole school Average	95	98	95



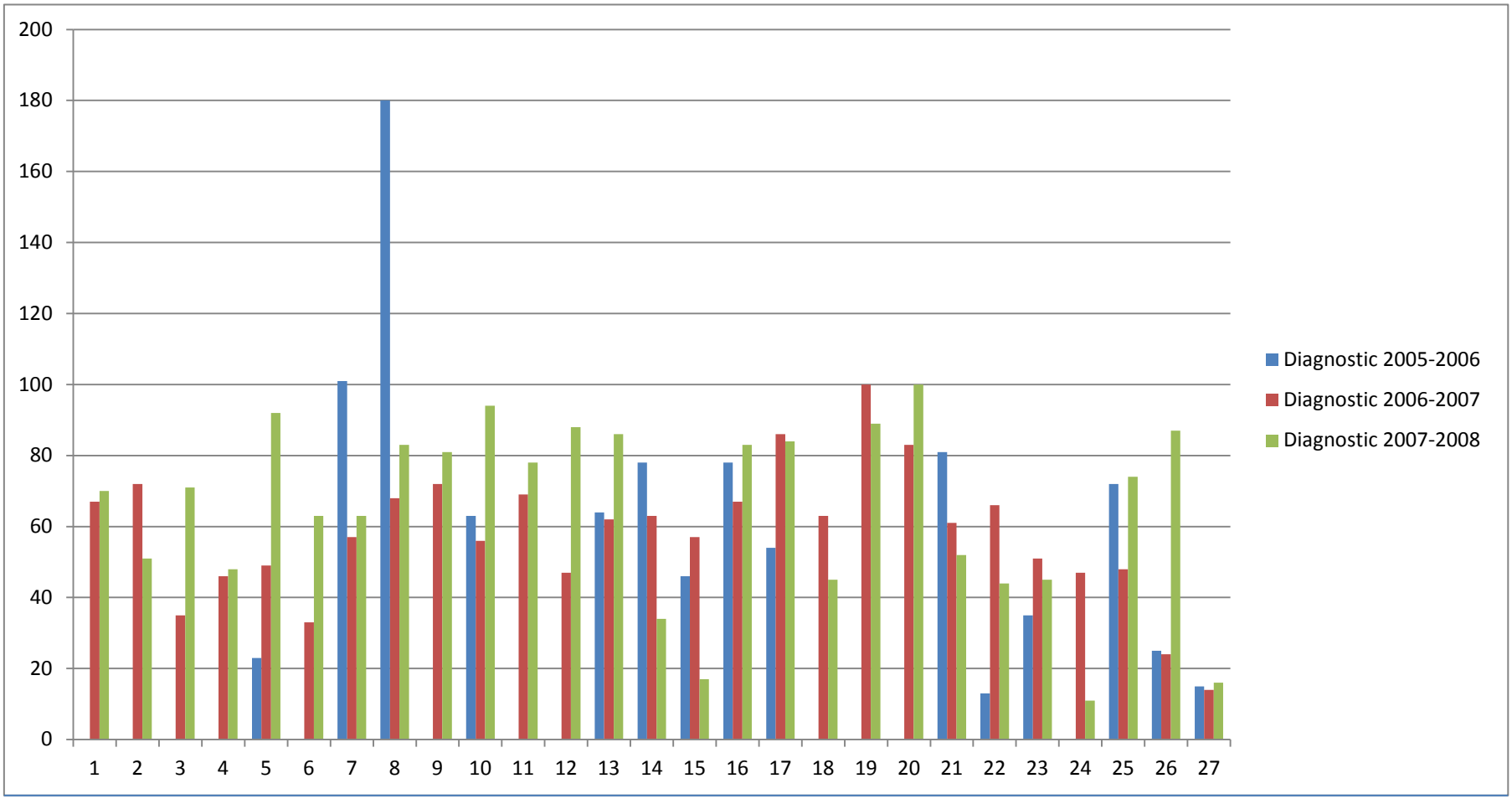
Boxall Developmental Scores by whole school



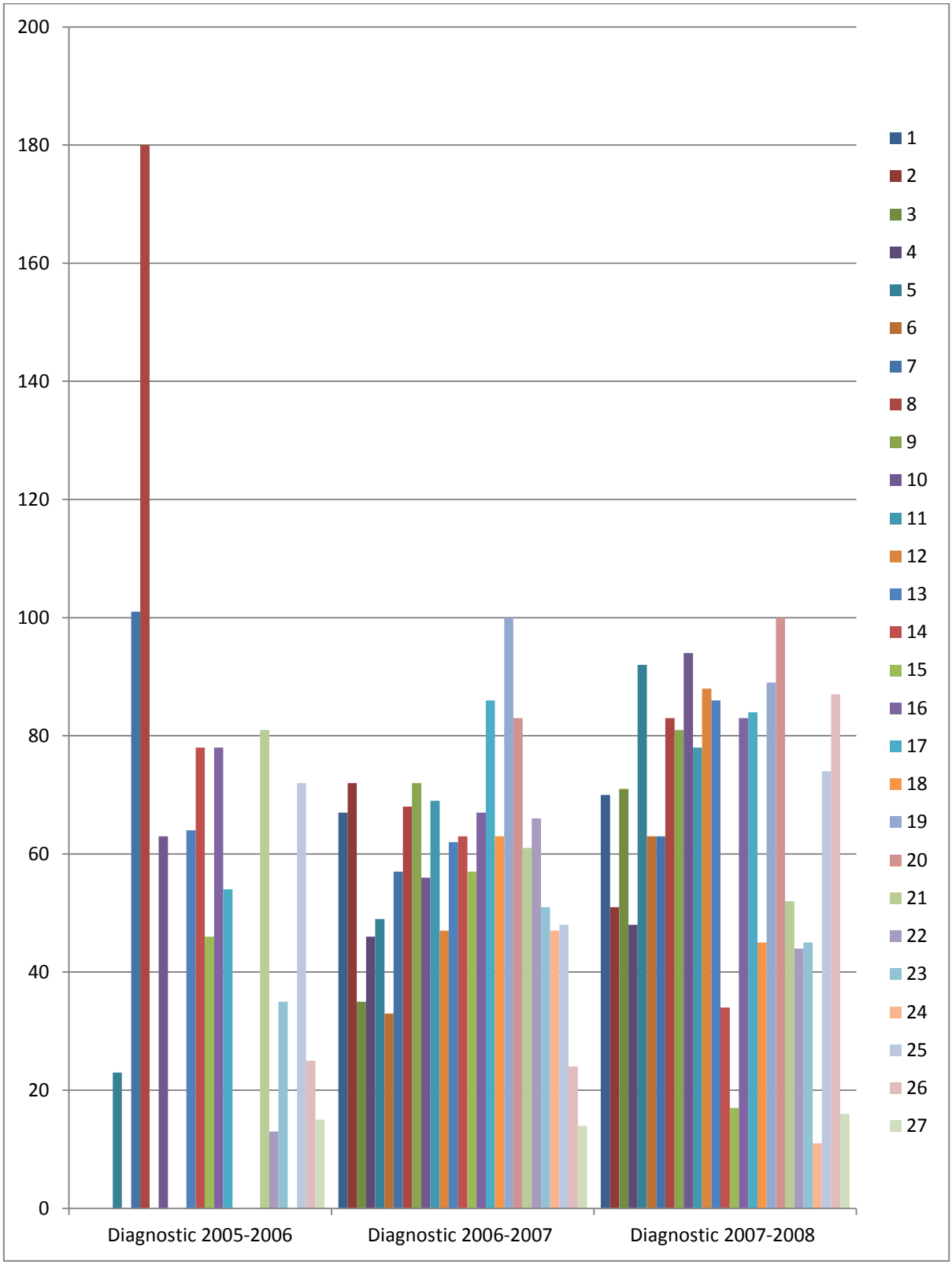
The following table shows the Diagnostic data obtained from the Boxall Profiles. In the Diagnostic section, lower scores are an indication of improvement.

Pupil number	Diagnostic 2005-2006	Diagnostic 2006-2007	Diagnostic 2007-2008
1		67	70
2		72	51
3		35	71
4		46	48
Y7 Average		55	60
5	23	49	92
6		33	63
7	101	57	63
8	180	68	83
9		72	81
10	63	56	94
11		69	78
12		47	88
Y8 Average	92	56	80
13	64	62	86
14	78	63	34
15	46	57	17
16	78	67	83
17	54	86	84
18		63	45
19		100	89
20		83	100
21	81	61	52
Y9 Average	67	71	66
22	13	66	44
23	35	51	45
24	33	47	11
25	72	48	74
26	25	24	87
27	15	14	16
Y10 Average	32	42	46
Overall average	64	56	63

Boxall Diagnostic Scores by individual pupil

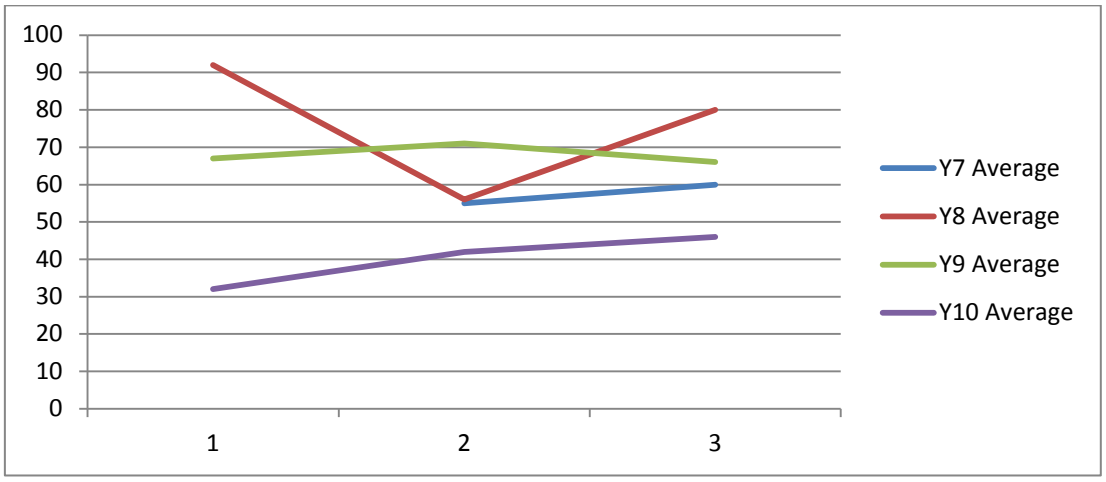


Boxall Diagnostic Scores by individual pupil

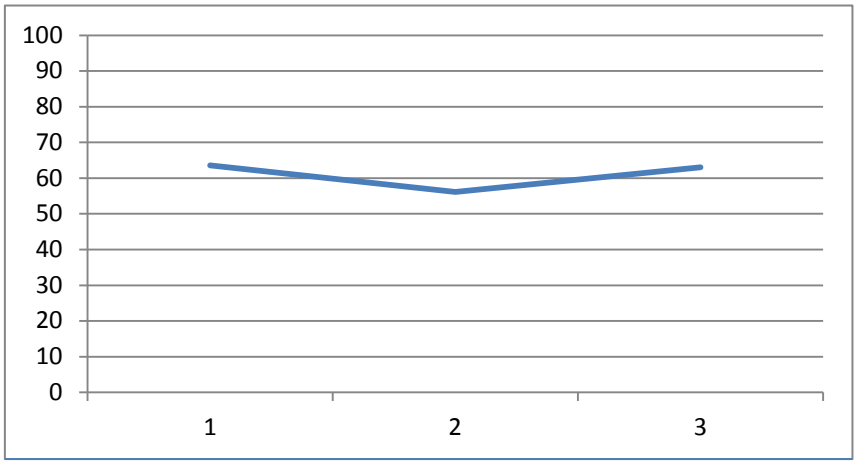


Boxall Diagnostic Scores by year group

Diagnostic scores			
	2005-2006	**2006-2007**	**2007-2008**
Y7 Average		55	60
Y8 Average	92	56	80
Y9 Average	67	71	66
Y10 Average	32	42	46
Whole school Average	64	56	63



Boxall Diagnostic Scores by whole school



5.7 Pupil questionnaires

The following two tables summarise the data collected from the questionnaires. The first questionnaire was completed by 21 pupils; four pupils were not on roll at the time the questionnaire was administered and two pupils refused to complete the questionnaire. The second questionnaire was completed by 19 pupils, with three pupils not on roll at the time and five pupils refusing to complete the questionnaire.

The numbers given after the activities indicate the number of pupils who gave that response.

Pupil responses to questionnaire – September 2006 to October 2006

Which activity did you enjoy doing the most?	What skills did you learn from this activity?	Which activity did you enjoy the least this term?	Why didn't you enjoy this activity?	What activity would you like to do in the future?	Has your attendance at school has improved since the Enrichment Programme began?	Do you enjoy school more since we have been doing the Enrichment Programme?
Cycling 5 PC Club 3 Textiles 3 Skiing 2 Archery 4 Water sports Town Visit PE 3 DT / ICT Gardening 3	How to use computers Make a newsletter Use a sewing machine Control speed Hold a bow and arrow To kayak To get over stuff Catch a bus and train safely Trampolining None Concentration Aiming / shooting Improved riding	Archery 3 Skiing 3 Art 3 Film Studies 2 Cooking Batik Steel pans DJ Skills Orienteering Guitar	Boring 2 Hate drawing Didn't like the films 2 Couldn't get stuff done Needed lots of help Didn't like the wax I fell over Not real snow Didn't like it 3 Too hard Not what I expected Didn't like walking Clash of personalities	Mountain biking 3 Ice skating 2 Ice Hockey Skiing 4 Motor biking 2 Assault course Go Karting Shooting range Football 4 Cooking Snowboarding Gardening 4	Yes - 14 No - 2 Same - 0 Don't know - 5	Yes – 11 No - 6 Same - 4 Don't know - 0

Pupil responses to questionnaire – October 2006 to December 2006

Which activity did you enjoy doing the most?	What skills did you learn from this activity?	Which activity did you enjoy the least this term?	Why didn't you enjoy this activity?	What activity would you like to do in the future?	Has your attendance at school has improved since the Enrichment Programme began?	Do you enjoy school more since we have been doing the Enrichment Programme?
Climbing 5 PC Club 2 Skiing 2 Cycling 3 Town Visit 2 PE 2 Gardening 1 Batik 2 Modelling 2 Cooking1	Stunts Nothing 3 Use wax / paints Wood / building How to do batik Ski / snow plough Trampolining Ride safely on bus Hand and feet coordination Climbing 3 Tie Knots To make things Conquered fear of heights	Art 4 Cooking 1 Batik 2 Steel pans 1 DJ Skills 2 PC Club 1 Ceramics1 Drama 2 Abseiling1 Cycling 2	Not good Boring 5 Get dirty Because I didn't Didn't like it Not enough people Not enough variety Rubbish 2 S**t Bikes unsafe Forgot Didn't chose it Not enough to do	Ice skating Ice Hockey Mountain biking Skiing Motor biking Assault course Go Karting Shooting range Football Cooking Snowboarding Gardening Games Room Quad biking Archery Boxing Self Defence	Yes - 14 No - 0 Same - 3 Don't know - 2	Yes - 10 No - 3 Same - 4 Don't know – 2

5.8 National Curriculum levels

The following table shows teacher assessed (TA) National Curriculum levels in the core subjects at the end of each of the three academic years covered by this research. It also shows the target levels that pupils were expected to achieve at the end of each academic year.

For the purposes of analysing the data, the National Curriculum levels from the academic year 2005-2006 are taken as the data for the period before the Programme began, the levels from the academic year 2006-2007 are taken as the data for the Enrichment Programme period and the levels from the academic year 2007-2008 are taken as the data for the period after the Enrichment Programme had ended.

There are ten pupils for whom a National Curriculum level was not awarded at the end of the academic year 2007-2008, as these pupils had all left the school to attend other educational institutions prior to the levels being awarded.

Data are however available for the Year 7 pupils in the Year 2005-3006 as this was obtained from the primary phase of the school prior to the pupils' transfer to the secondary phase.

	ENGLISH						MATHS						SCIENCE					
	Before		Enrich-ment		After		Before		Enrich-ment		After		Before		Enrich-ment		After	
Pupil Number	2005-06 Target	2005-06 TA Level	2006-07 Target	2006-07 TA Level	2007-08 Target	2007-08 TA Level	2005-06 Target	2005-06 TA Level	2006-07 Target	2006-07 TA Level	2007-08 Target	2007-08 TA Level	2005-06 Target	2005-06 TA Level	2006-07 Target	2006-07 TA Level	2007-08 Target	2007-08 TA Level
1		3c	3b	3b	3a	3b		3c	3b	3b	3a	3b		3b	3a	3a	4c	3a
2		2b	2a	2a	3a	3a		3a	4c	4c	4a	5c		4c	4b	4c	4a	4a
3		2c	2b	2b	3c	2a		2b	2a	2a	3b	4b		3c	3b	3a	4b	4b
4		2a	3c	3c	3a	3a		2a	3c	3c	3a	4b		3a	4c	4b	4a	4b
5	3a	3b	3a	3a	4c	4b	3c	3c	3b	3b	4c	3a	3c	3c	3b	4c	4b	4b
6	3a	3a	4c	4c	5c	4a	4b	4c	4b	4b	5c	5b	4b	4b	4a	4a	5c	5c
7	2b	3b	3a	3a	4c	3b	3b	3c	3b	3a	4b	4c	4c	3c	3b	3a	4c	4b
8	3a	3b	3a	3a	5c	4a	4b	3c	3b	3b	5c	4c	4a	3c	3a	4c	5c	4a
9	2a	3c	3b	3b	4c	3a	2a	3c	3b	3b	4c	3c	4b	4a	5c	4c	5c	4a
10	3b	3c	3b	3b	3a	3a	3c	3c	3b	3b	3a	2a	3c	2a	3b	4c	4b	4b
11	3b	3b	3a	3a	5c	4c	4c	4b	4a	4b	5c	5c	4c	4b	4a	4a	5c	5c
12	2a	3b	3a	3a	4c	3a	2a	3c	3b	3b	3a	2a	3b	3c	4a	4b	4a	5c
13	3b	4b	4a	4a	4a		3b	4c	4b	4b	4a		3b	3a	4a	4b	4a	
14	3c	4c	4b	4c	4a	4b	3b	3b	4a	4c	4a	4b	2a	3c	4c	3a	4b	4b
15	3a	3a	4c	3b	4a		3b	3a	4b	4c	4a		3b	3a	4c	4b	5c	
16	3b	4b	4a	4a	5c		4b	4a	5c	4a	5c		3a	3b	4c	4b	5c	
17	3b	3b	3a	3b	4c		2b	3c	3b	3b	4c		3c	2a	4c	3b	4c	
18	2a	3b	4c	4c	4b	4b	3a	3b	4c	3b	3a	3b	2a	3a	5c	4b	4a	4a
19	2a	2a	3c	2a	3b		2a	2b	3c	2a	3b		3a	3a	4c	3a	4b	
20	2b	2c	2b	2b	3b		2b	2c	3c	3c	3b		2b	2c	2b	3a	4b	
21	3c	3c	3b	3b	4c	3b	2a	2b	3c	3c	3a	3b	3a	3b	4c	4a	5b	4a
22	2c	2c	2b	2b	2a	2a	2a	2a	3c	3c	3b	3b	3a	3a	4c	4c	4b	4b
23	4c	3b	4c	4c	4b		4b	3c	3a	3a	4b		5c	5c	5a	5b	5a	
24	3a	4b	4a	4a	5c	5c	4b	5c	5b	5c	5a	4a	3a	3b	4c	4a	5c	4a
25	2b	2a	2a	2a	3a		2a	2a	3c	3c	3b		2c	2c	2b	4c	4b	
26	3a	4a	5c	5c	5b		4a	4b	4a	4a	5b		4a	4a	5c	4a	5c	
27	4a	4a	5c	5c	5b		4a	4b	4a	4a	5b		4a	4a	5c	4a	5c	

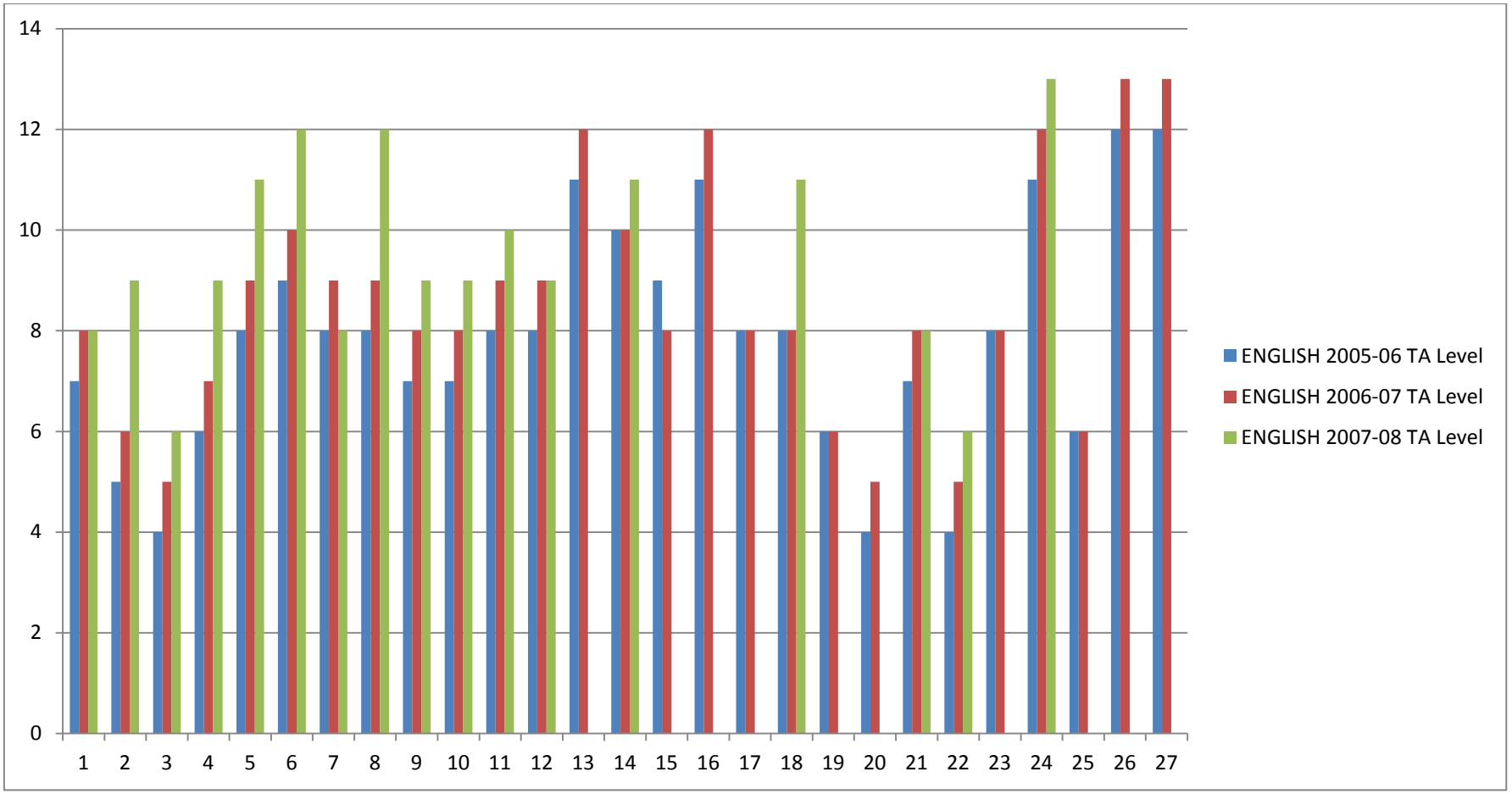
In order to facilitate the comparison of the amount of progress that pupils made through the National Curriculum core subjects, the National Curriculum levels were converted by the author into a numerical score, as shown in the following table.

Level	Points		Level	Points		Level	Points		Level	Points		Level	Points
1c	1		2c	4		3c	7		4c	10		5c	13
1b	2		2b	5		3b	8		4b	11		5b	14
1a	3		2a	6		3a	9		4a	12		5a	15

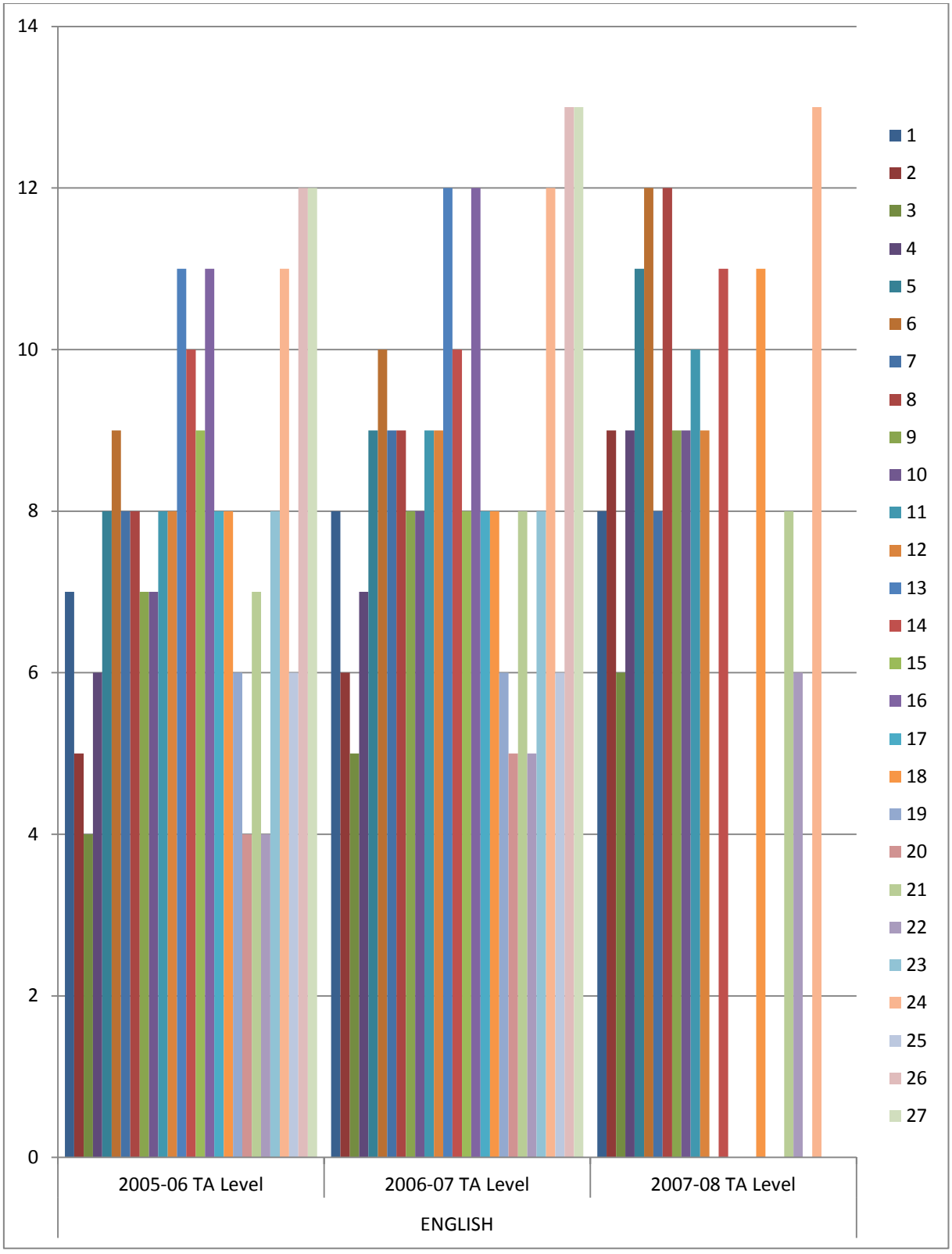
The next table shows the teacher assessed (TA) National Curriculum levels awarded to pupils, with their corresponding numerical score as per the above table. The graphs on the subsequent pages show the National Curriculum levels, converted into numerical scores, achieved by each pupil in the three core subjects.

	ENGLISH						MATHS						SCIENCE					
	Before		Enrich-ment		After		Before		Enrich-ment		After		Before		Enrich-ment		After	
Pupil number	2005-06 TA Level	2005-06 TA Level	2006-07 TA Level	2006-07 TA Level	2007-08 TA Level	2007-08 TA Level	2005-06 TA Level	2005-06 TA Level	2006-07 TA Level	2006-07 TA Level	2007-08 TA Level	2007-08 TA Level	2005-06 TA Level	2005-06 TA Level	2006-07 TA Level	2006-07 TA Level	2007-08 TA Level	2007-08 TA Level
1	3c	7	3b	8	3b	8	3c	7	3b	8	3b	8	3b	8	3a	9	3a	9
2	2b	5	2a	6	3a	9	3a	9	4c	10	5c	13	4c	10	4c	10	4a	12
3	2c	4	2b	5	2a	6	2b	5	2a	6	4b	11	3c	7	3a	9	4b	11
4	2a	6	3c	7	3a	9	2a	6	3c	7	4b	11	3a	9	4b	11	4b	11
5	3b	8	3a	9	4b	11	3c	7	3b	8	3a	9	3c	7	4c	10	4b	11
6	3a	9	4c	10	4a	12	4c	10	4b	11	5b	14	4b	11	4a	12	5c	13
7	3b	8	3a	9	3b	8	3c	7	3a	9	4c	10	3c	7	3a	9	4b	11
8	3b	8	3a	9	4a	12	3c	7	3b	8	4c	10	3c	7	4c	10	4a	12
9	3c	7	3b	8	3a	9	3c	7	3b	8	3c	7	4a	12	4c	10	4a	12
10	3c	7	3b	8	3a	9	3c	7	3b	8	2a	6	2a	6	4c	10	4b	11
11	3b	8	3a	9	4c	10	4b	11	4b	11	5c	13	4b	11	4a	12	5c	13
12	3b	8	3a	9	3a	9	3c	7	3b	8	2a	6	3c	7	4b	11	5c	13
13	4b	11	4a	12			4c	10	4b	11			3a	9	4b	11		
14	4c	10	4c	10	4b	11	3b	8	4c	10	4b	11	3c	7	3a	9	4b	11
15	3a	9	3b	8			3a	9	4c	10			3a	9	4b	11		
16	4b	11	4a	12			4a	12	4a	12			3b	8	4b	11		
17	3b	8	3b	8			3c	7	3b	8			2a	6	3b	8		
18	3b	8	4c	8	4b	11	3b	8	3b	8	3b	8	3a	9	4b	11	4a	12
19	2a	6	2a	6			2b	5	2a	6			3a	9	3a	9		
20	2c	4	2b	5			2c	4	3c	7			2c	4	3a	9		
21	3c	7	3b	8	3b	8	2b	5	3c	7	3b	8	3b	8	4a	12	4a	12
22	2c	4	2b	5	2a	6	2a	6	3c	7	3b	8	3a	7	4c	10	4b	11
23	3b	8	4c	8			3c	7	3a	9			5c	13	5b	14		
24	4b	11	4a	12	5c	13	5c	13	5c	13	4a	12	3b	8	4a	12	4a	12
25	2a	6	2a	6			2a	6	3c	7			2c	4	4c	10		
26	4a	12	5c	13			4b	11	4a	12			4a	12	4a	12		
27	4a	12	5c	13			4b	11	4a	12			4a	12	4a	12		

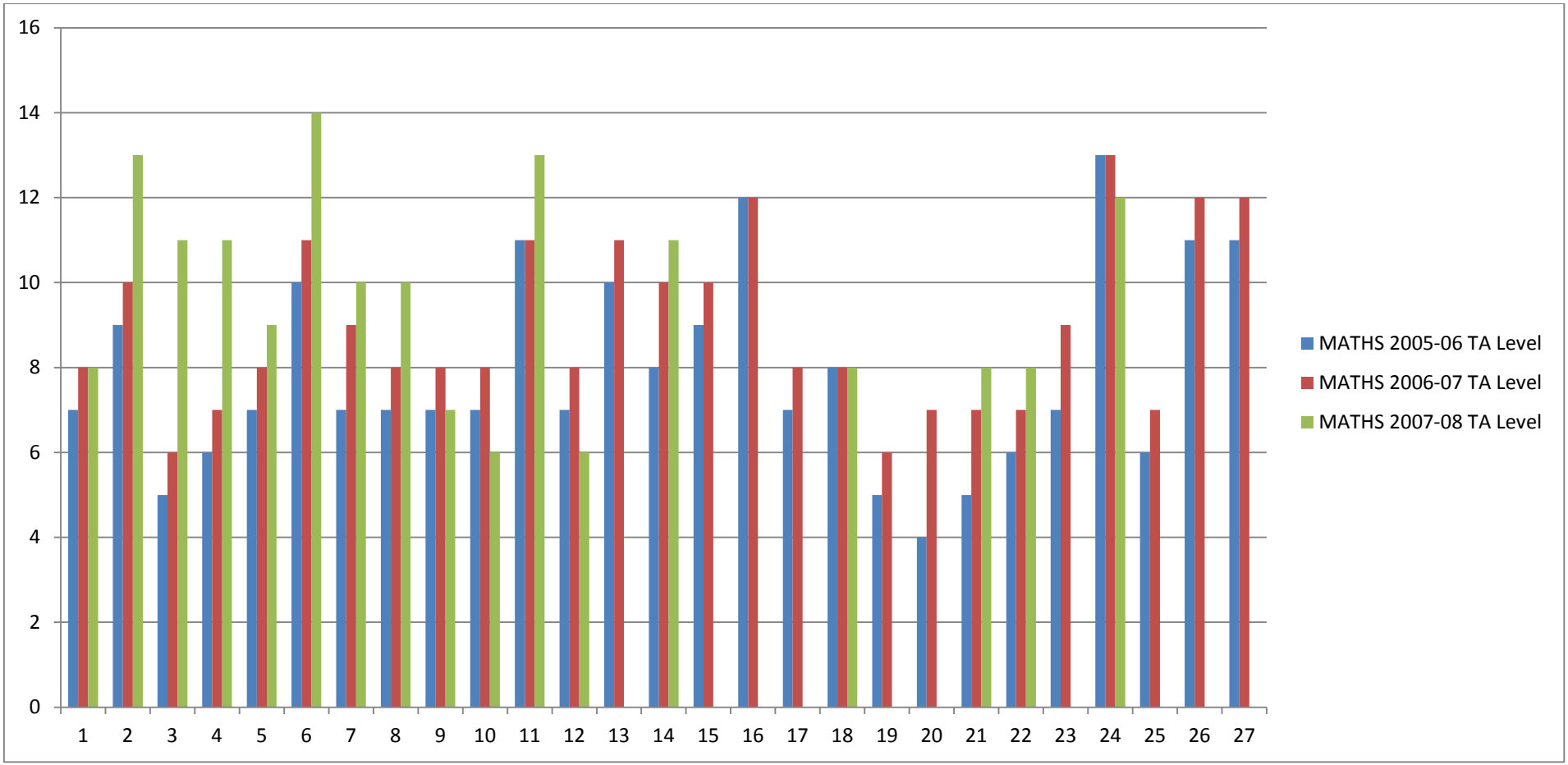
English National Curriculum Teacher Levels by individual pupil



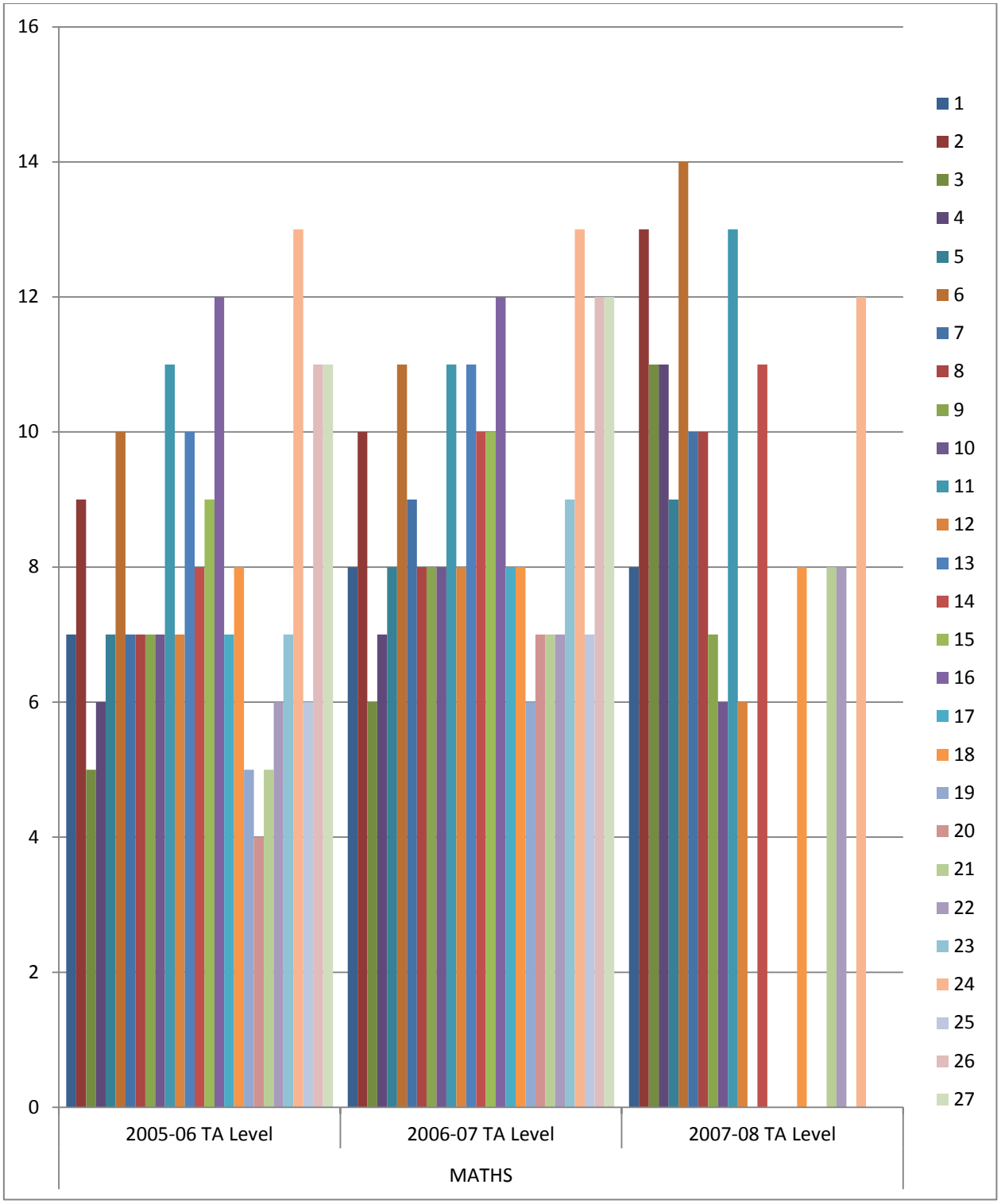
English National Curriculum Teacher Levels by individual pupil



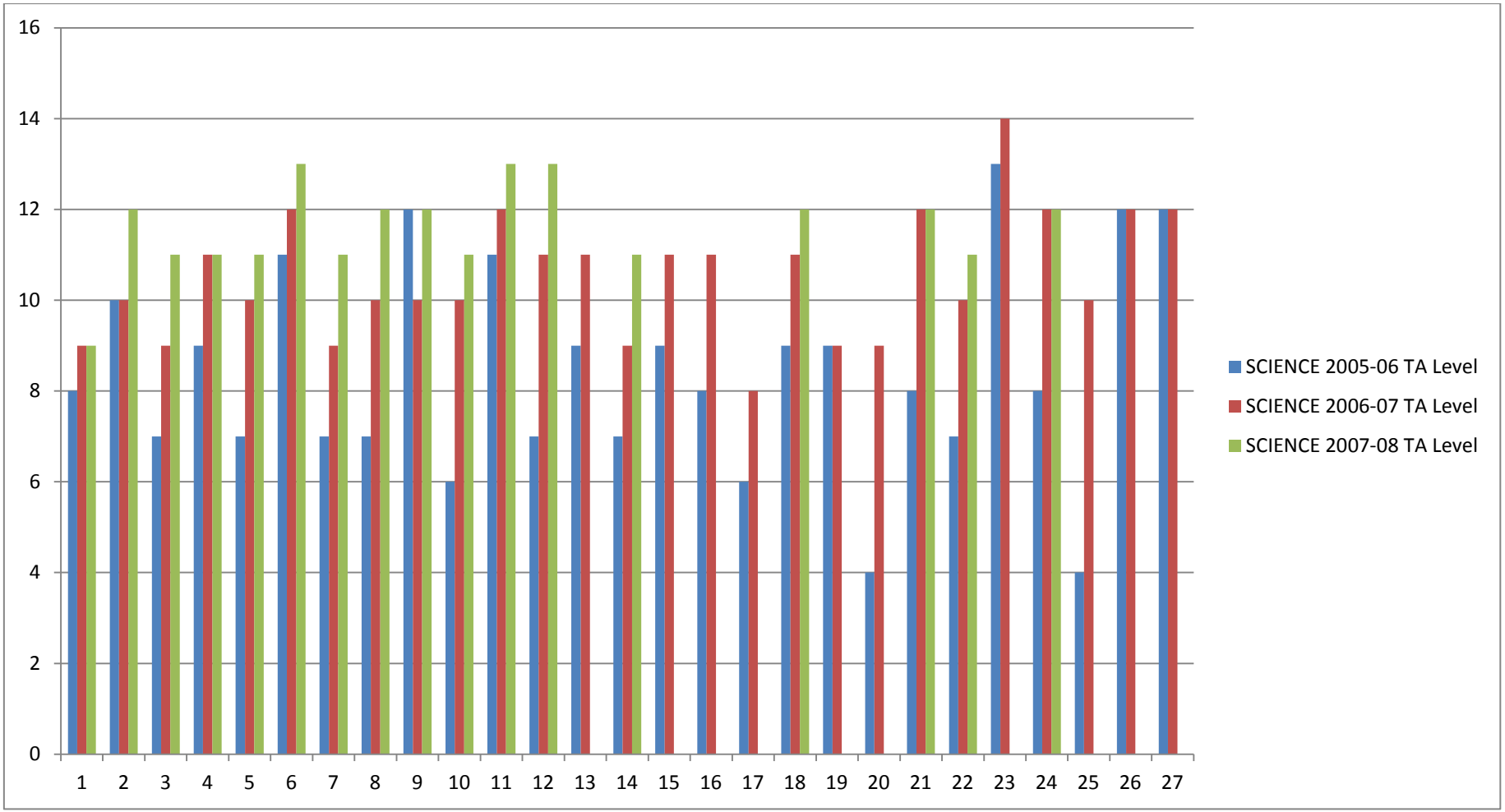
Maths National Curriculum Teacher Levels by individual pupil



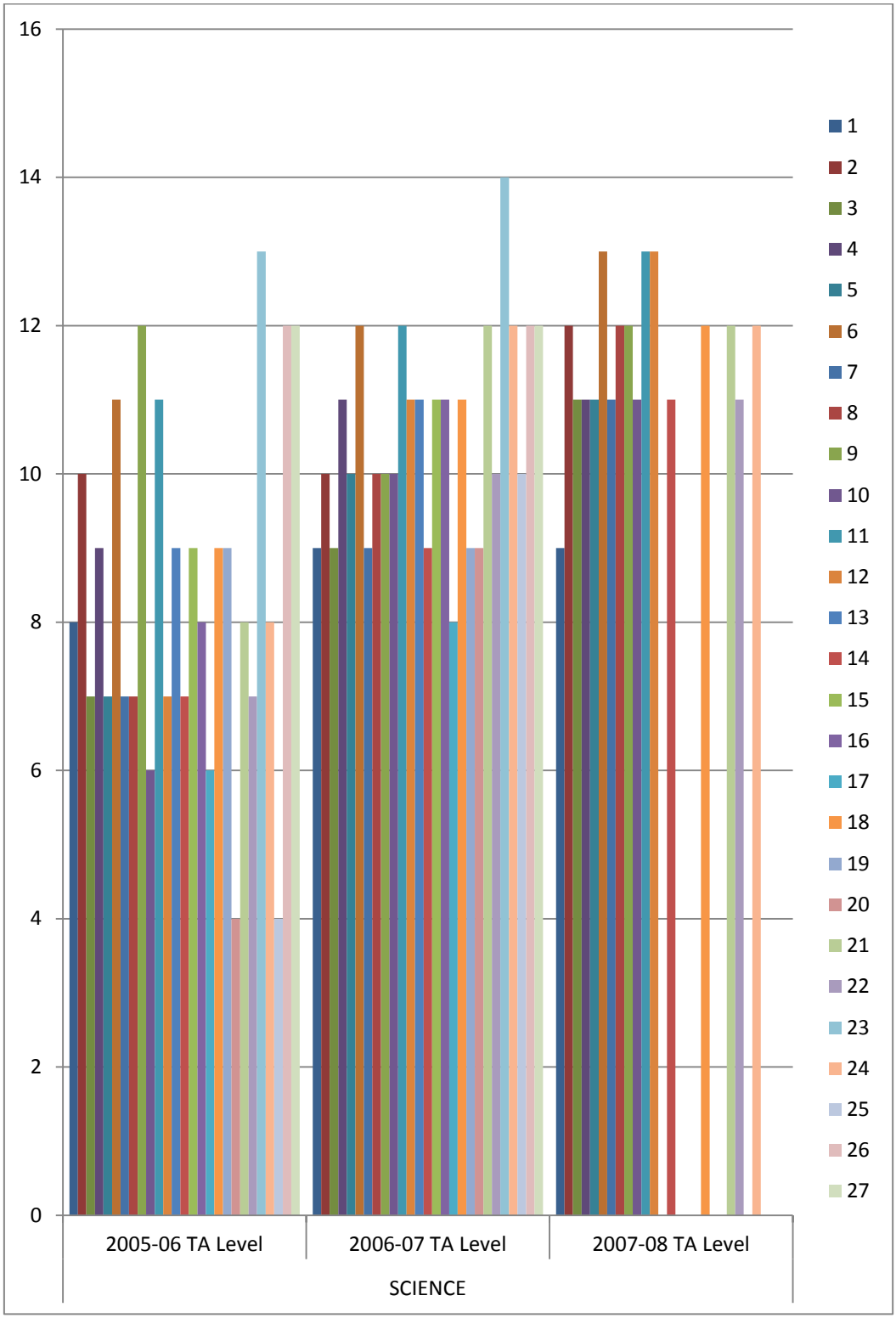
Maths National Curriculum Teacher Levels by individual pupil



Science National Curriculum Teacher Levels by individual pupil



Science National Curriculum Teacher Levels by individual pupil

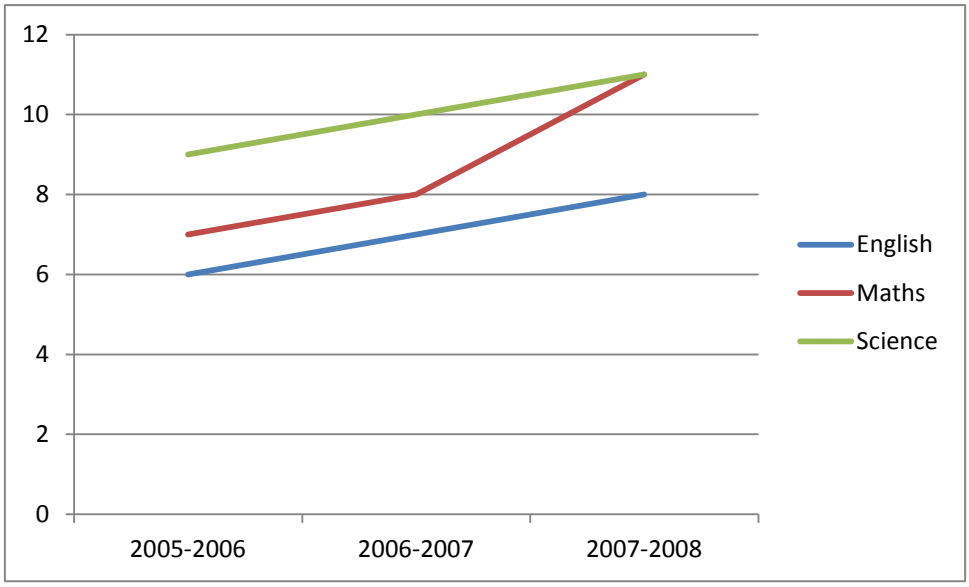


Average National Curriculum Teacher Levels by year group

The next set of tables and graphs show the National Curriculum levels achieved by pupils by year group.

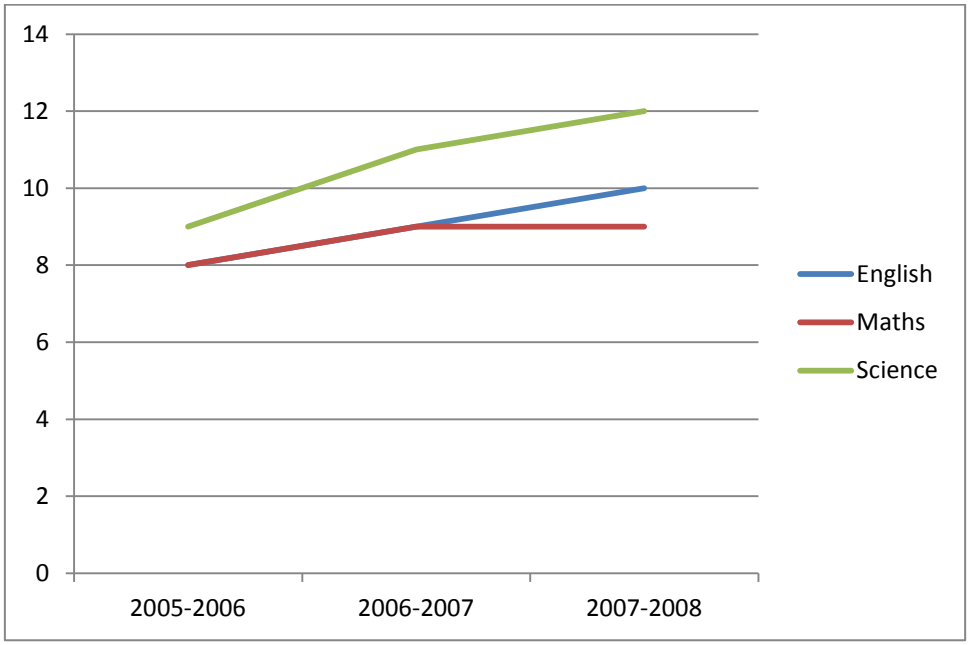
Year 7

Year 7	English	Maths	Science
2005-2006	2a (6 points)	3c (7 points)	3a (9 points)
2006-2007	3c (7 points)	3b (8 points)	4c (10 points)
2007-2008	3b (8 points)	4b (11 points)	4b (11 points)



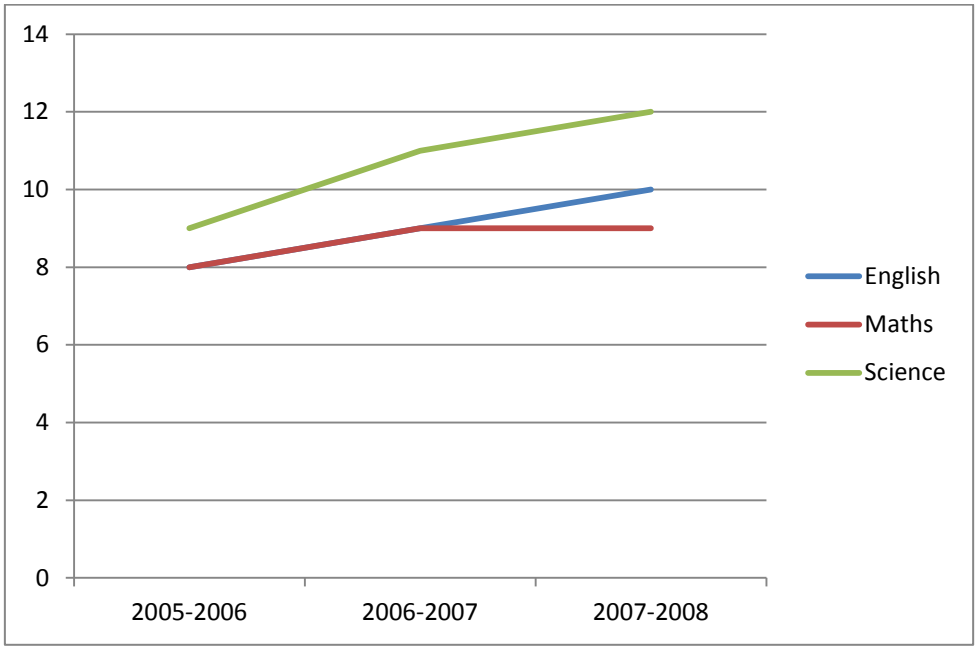
Year 8

Year 8	English	Maths	Science
2005-2006	3b (8 points)	3b (8 points)	3a (9 points)
2006-2007	3a (9 points)	3a (9 points)	4b (11 points)
2007-2008	4c (10 points)	3a (9 points)	4a (12 points)



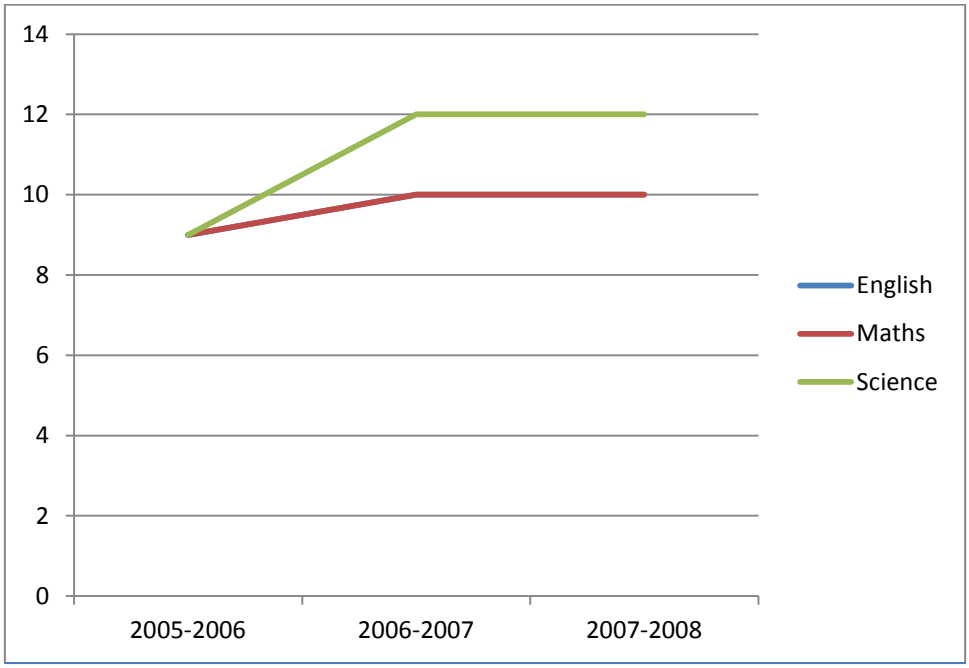
Year 9

Year 9	English	Maths	Science
2005-2006	3b (8 points)	3b (8 points)	3a (9 points)
2006-2007	3a (9 points)	3a (9 points)	4b (11 points)
2007-2008	4c (10 points)	3a (9 points)	4a (12 points)



Year 10

Year 10	English	Maths	Science
2005-2006	3a (9 points)	3a (9 points)	3a (9 points
2006-2007	4c (10 points)	4c (10 points)	4a (12 points)
2007-2008	4c (10 points)	4c (10 points)	4a (12 points)

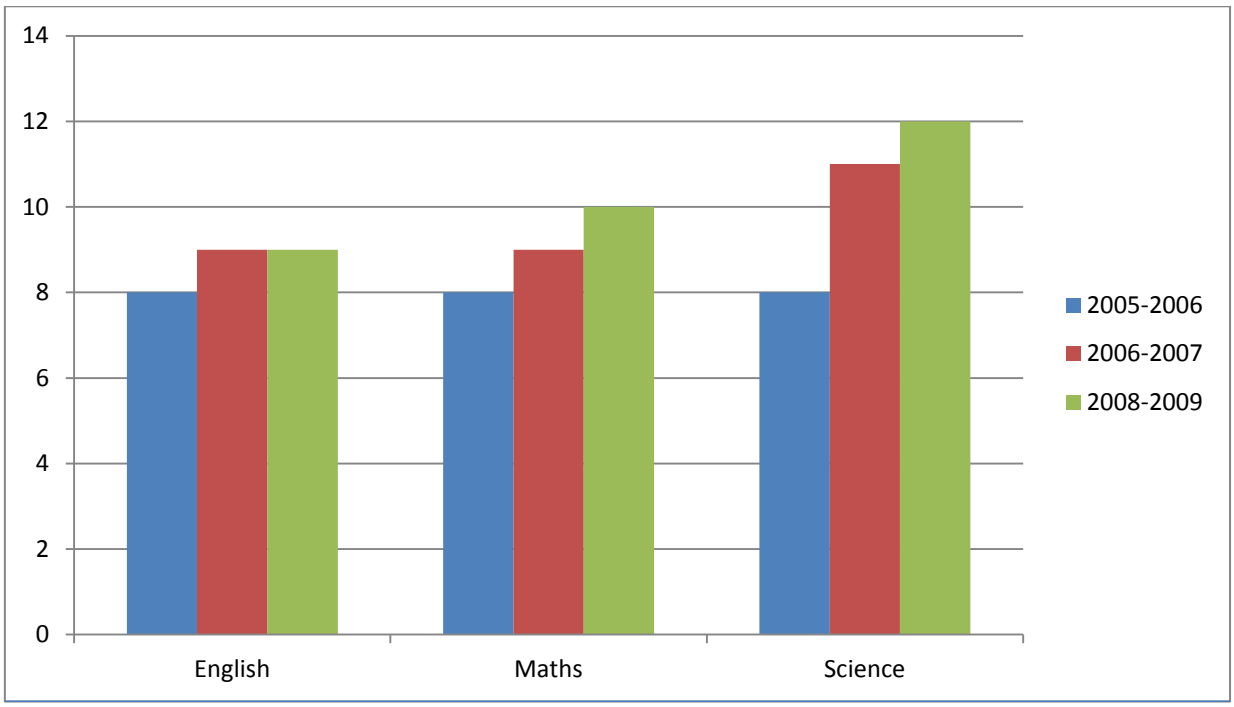


(As the English and maths results are the same, the lines cannot both be seen in this graph)

National Curriculum Teacher Levels by whole school

This table and accompanying graph shows the average National Curriculum levels, awarded by the teachers, for the whole school, with the corresponding number of points to facilitate comparisons.

	English	Maths	Science
2005-2006	3b (8 points)	3b (8 points)	3b (8 points)
2006-2007	3a (9 points)	3a (9 points)	4b (11 points)
2007-2008	3a (9 points)	4c (10 points)	4a (12 points)

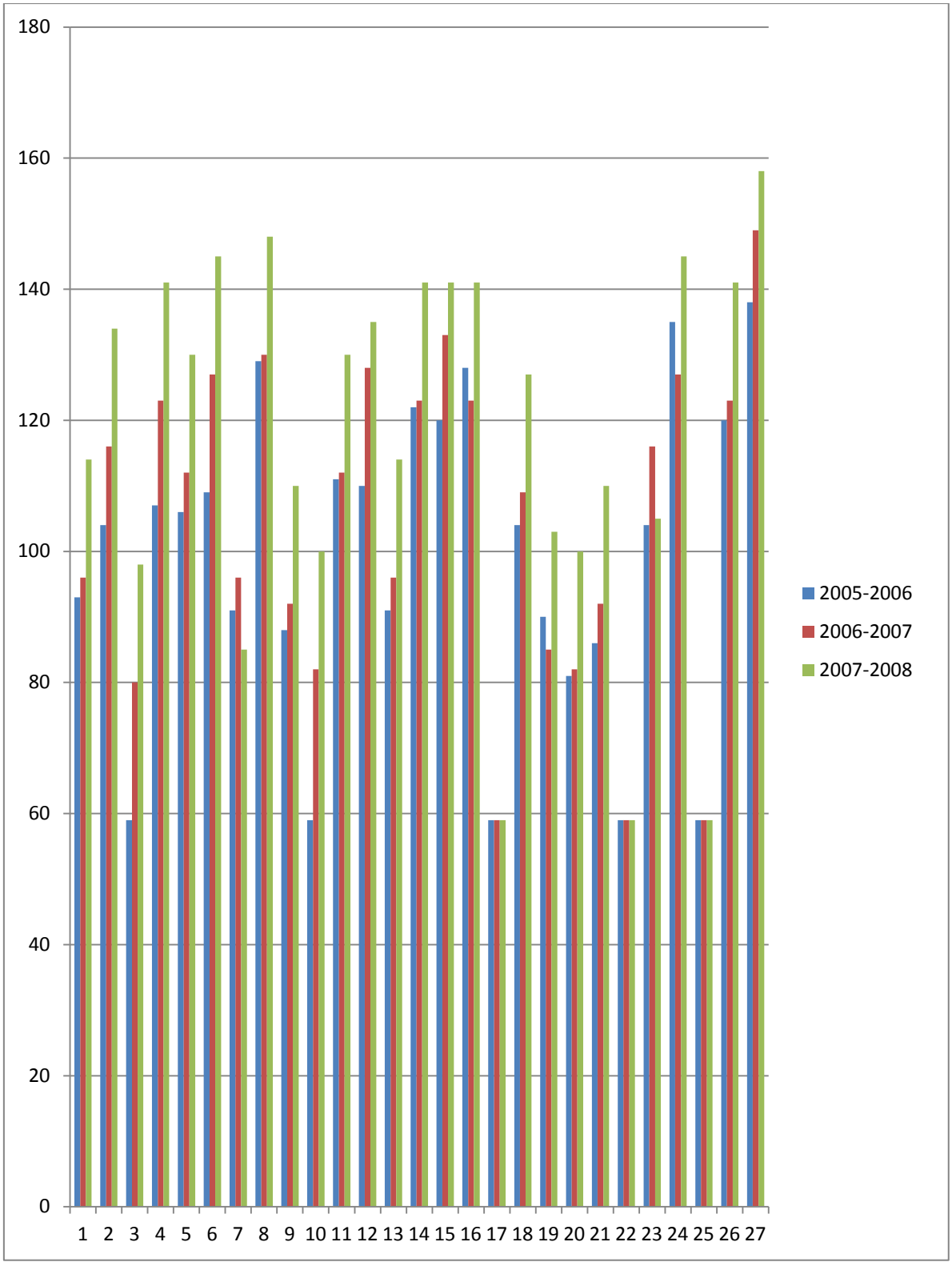


5.9 Reading and spelling ages

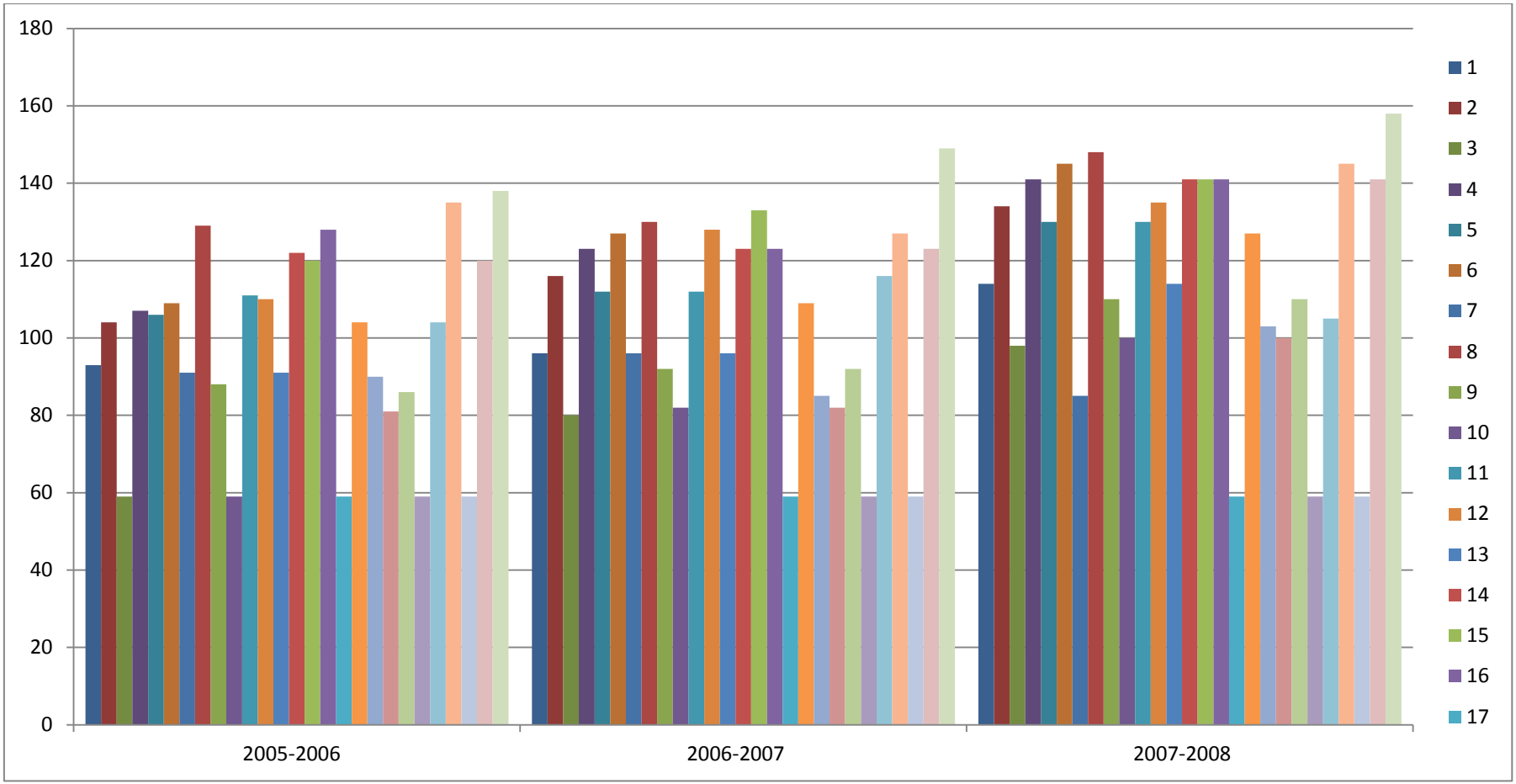
The following tables show the pupils' reading and spelling ages for the three data collection periods in both years and months. For comparative purposes, the reading and spelling ages also have been converted into months alone. The tables also show the average reading and spelling ages attained by each year group. The pupils' individual reading and spelling ages are then displayed in two graphs. The individual graphs are followed by further tables and graphs which show the reading and spelling ages by year groups and then by the whole school.

Reading Ages						
Pupil Number	2005-2006 (in years /months)	2005-2006 (in months)	2006-2007 (in years /months)	2006-2007 (in months)	2007-2008 (in years /months)	2007-2008 (in months)
1	7/9	93	8/0	96	9/6	114
2	8/8	104	9/8	116	11/2	134
3	-5	59	6/8	80	8/2	98
4	8/11	107	10/3	123	11/9	141
Y7 Average	7/7	91	8/8	104	10/2	122
5	8/10	106	9/4	112	10/10	130
6	9/1	109	10/7	127	12/1	145
7	7/7	91	8/0	96	7/1	85
8	10/9	129	10/10	130	12/4	148
9	7/4	88	7/8	92	9/2	110
10	-5	59	6/10	82	8/4	100
11	9/3	111	9/4	112	10/10	130
12	9/2	110	10/8	128	11/3	135
Y8 Average	8/4	100	9/2	110	10/3	123
13	7/7	91	8/0	96	9/6	114
14	10/2	122	10/3	123	11/9	141
15	10/0	120	11/1	133	11/9	141
16	10/8	128	10/3	123	11/9	141
17	-5	59	-5	59	-5	59
18	8/8	104	9/1	109	10/7	127
19	7/6	90	7/1	85	8/7	103
20	6/9	81	6/10	82	8/4	100
21	7/2	86	7/8	92	9/2	110
Y9 Average	8/2	98	8/4	100	9/7	115
22	-5	59	-5	59	-5	59
23	8/8	104	9/8	116	8/9	105
24	11/3	135	10/7	127	12/1	145
25	-5	59	-5	59	-5	59
26	10/0	120	10/3	123	11/9	141
27	11/6	138	12/5	149	13/2	158
Y10 Average	8/7	103	8/10	106	9/3	111
Overall average	8/2	98	8/9	105	9/10	118

Reading Ages by individual pupil

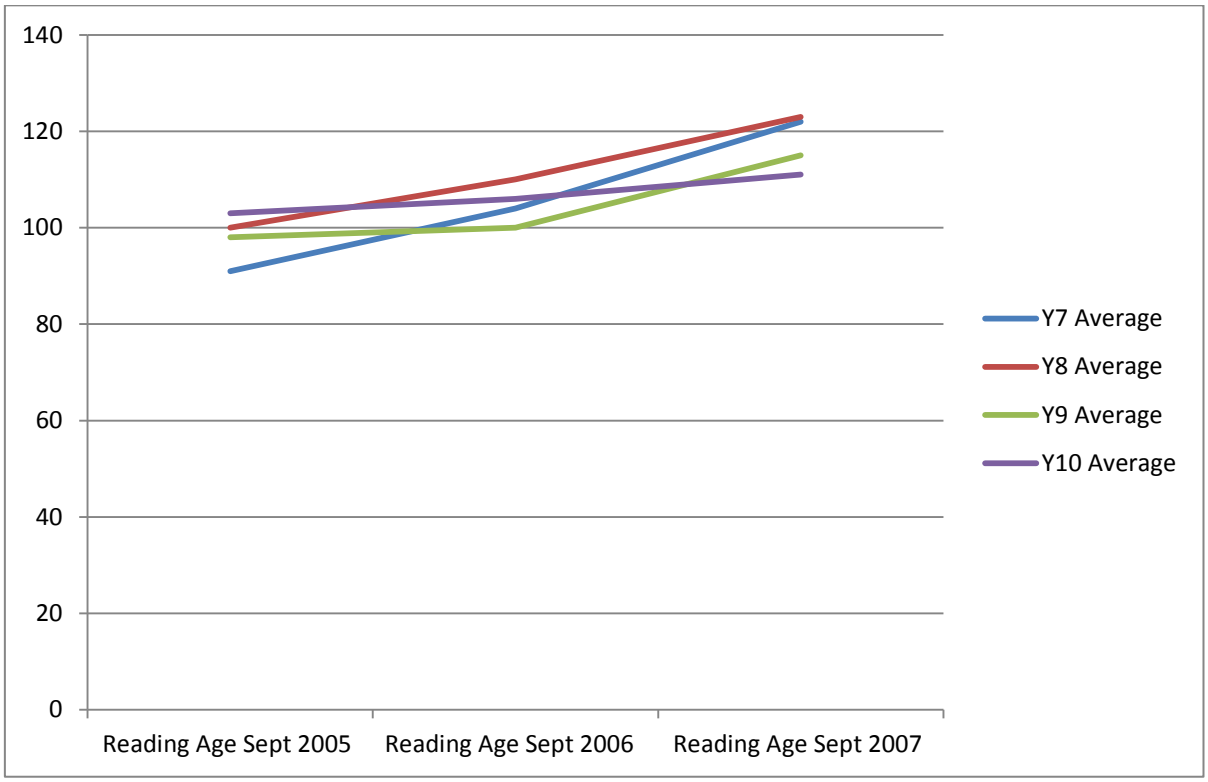


Reading Ages by individual pupil

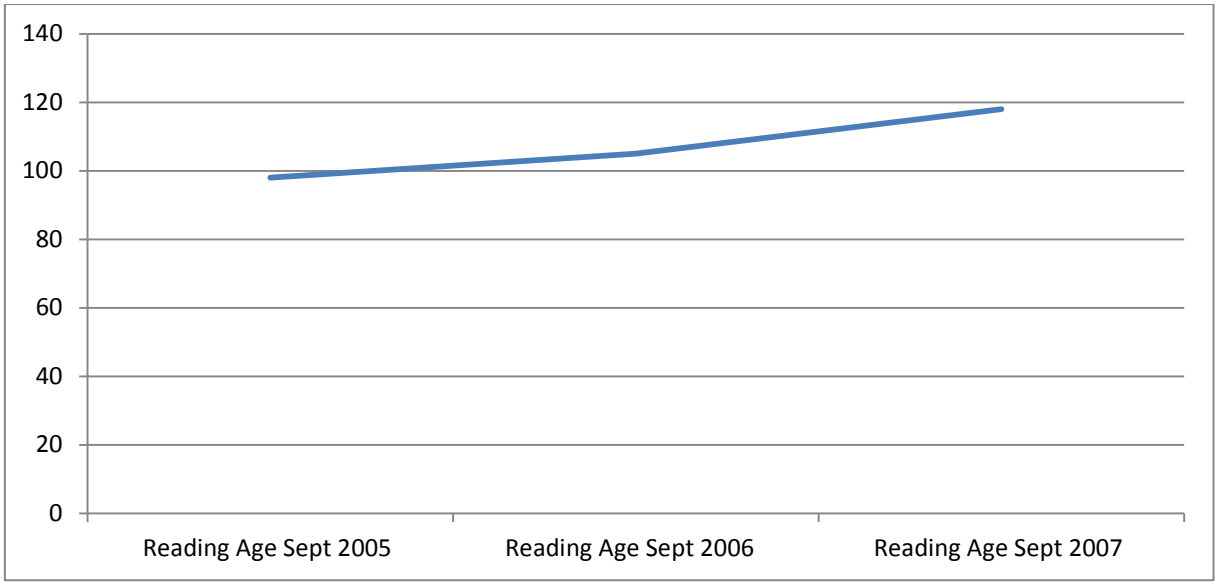


Reading Ages by year group

Average Reading Ages in months	Reading Age Sept 2005	Reading Age Sept 2006	Reading Age Sept 2007
Y7 Average	91	104	122
Y8 Average	100	110	123
Y9 Average	98	100	115
Y10 Average	103	106	111
Whole school Average	98	105	118

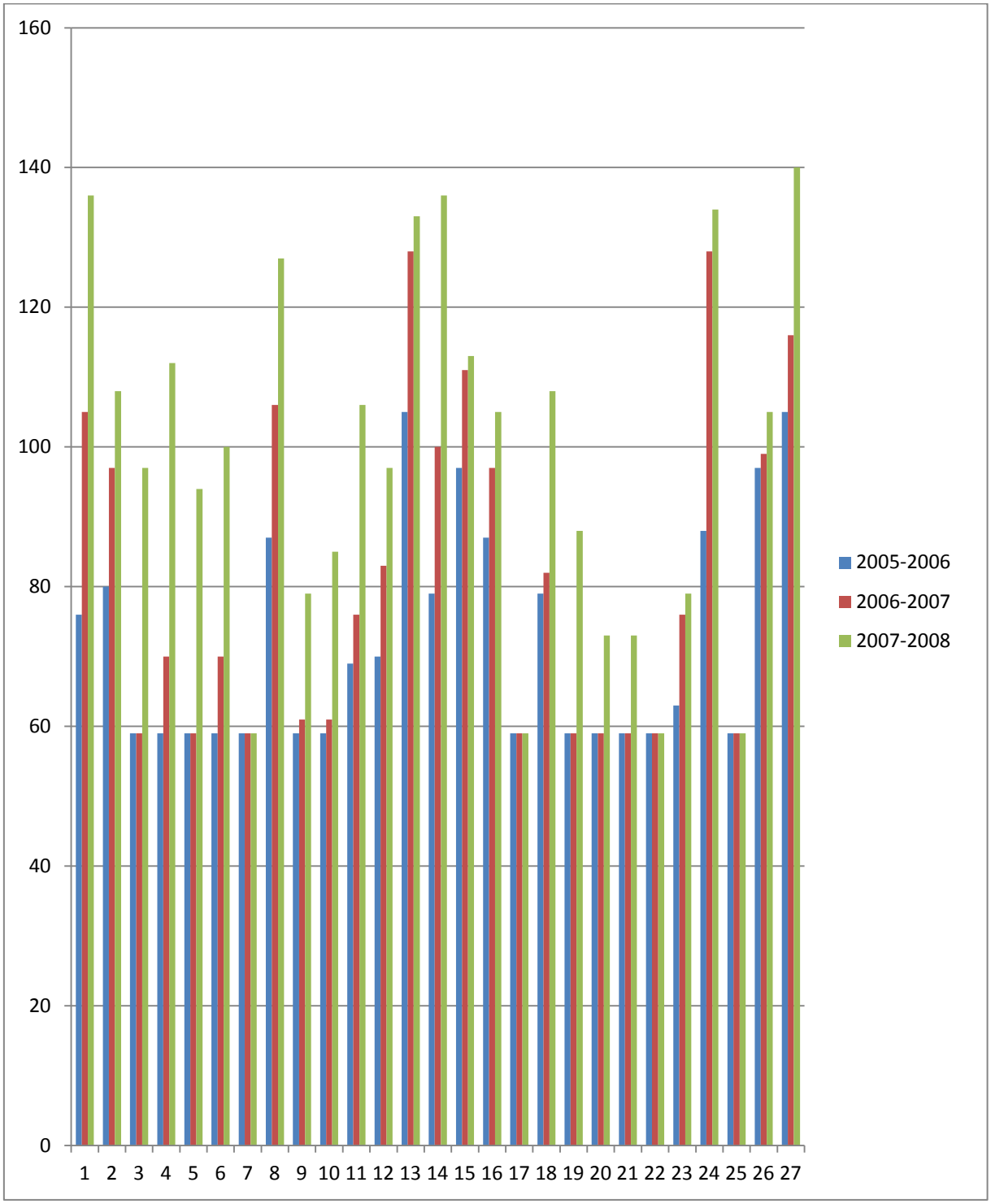


Reading Ages by whole school

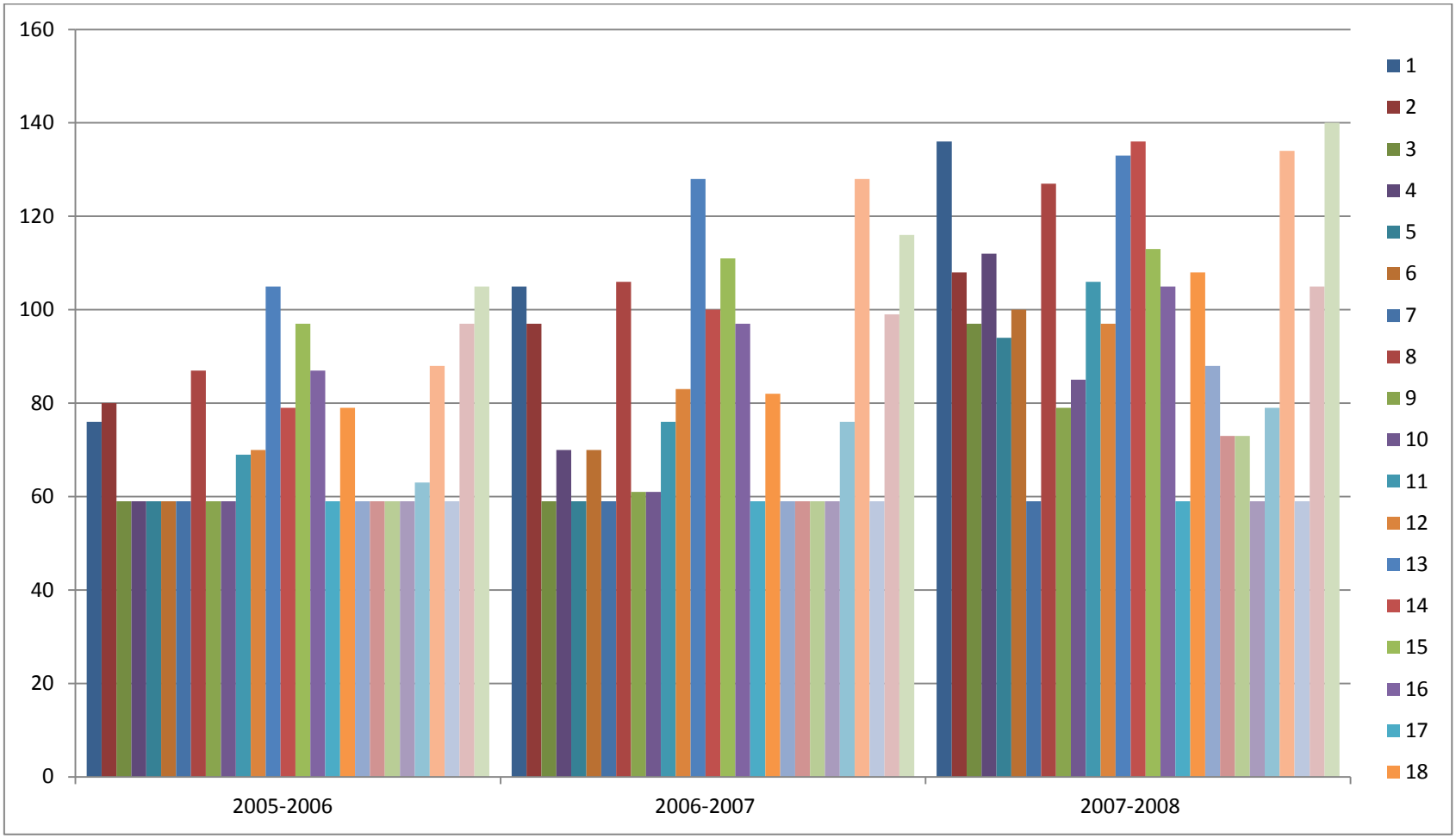


Spelling Ages						
Pupil number	2005-2006 (in years /months)	2005-2006 (in months)	2006-2007 (in years /months)	2006-2007 (in months)	2007-2008 (in years /months)	2007-2008 (in months)
1	6/4	76	8/9	105	11/4	136
2	6/8	80	8/1	97	9/0	108
3	-5	59	-5	59	8/1	97
4	-5	59	5/10	70	9/4	112
Y7 Average	5/9	69	6/11	83	9/5	113
5	-5	59	-5	59	7/10	94
6	-5	59	5/10	70	8/4	100
7	-5	59	-5	59	-5	59
8	7/3	87	8/10	106	10/7	127
9	-5	59	5/1	61	6/7	79
10	-5	59	5/1	61	7/1	85
11	5/9	69	6/4	76	8/10	106
12	5/10	70	6/11	83	8/1	97
Y8 Average	5/5	65	6/0	72	7/9	93
13	8/9	105	10/8	128	11/1	133
14	6/7	79	8/4	100	11/4	136
15	8/1	97	9/3	111	9/5	113
16	7/3	87	8/1	97	8/9	105
17	-5	59	-5	59	-5	59
18	6/7	79	6/10	82	9/0	108
19	-5	59	-5	59	7/4	88
20	-5	59	-5	59	6/1	73
21	-5	59	-5	59	6/1	73
Y9 Average	6/4	76	7/0	84	8/3	99
22	-5	59	-5	59	-5	59
23	5/3	63	6/4	76	6/7	79
24	7/4	88	10/8	128	11/2	134
25	-5	59	-5	59	-5	59
26	8/1	97	8/3	99	8/9	105
27	8/9	105	9/8	116	11/8	140
Y10 Average	6/7	79	7/6	90	8/0	96
Overall average	6/0	72	6/10	82	8/4	100

Spelling Ages by individual pupil

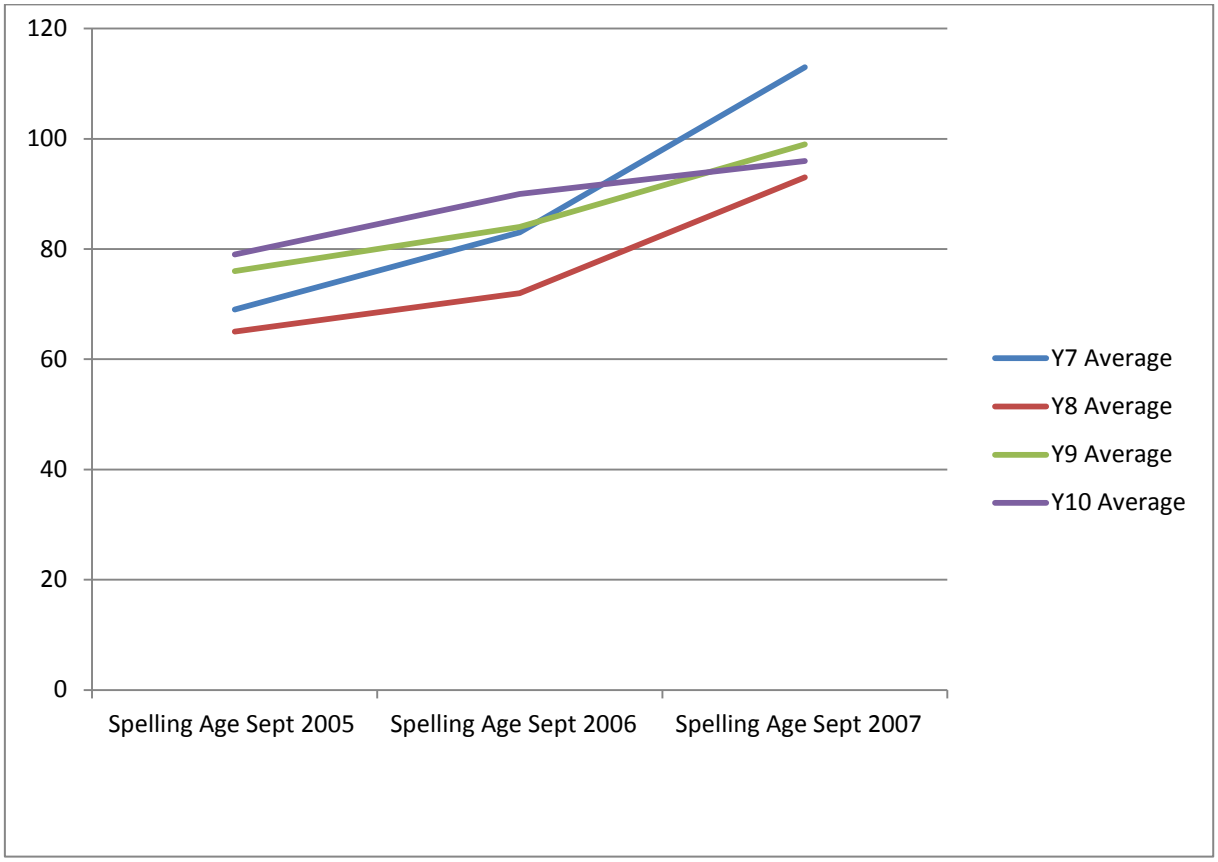


Spelling Ages by individual pupil

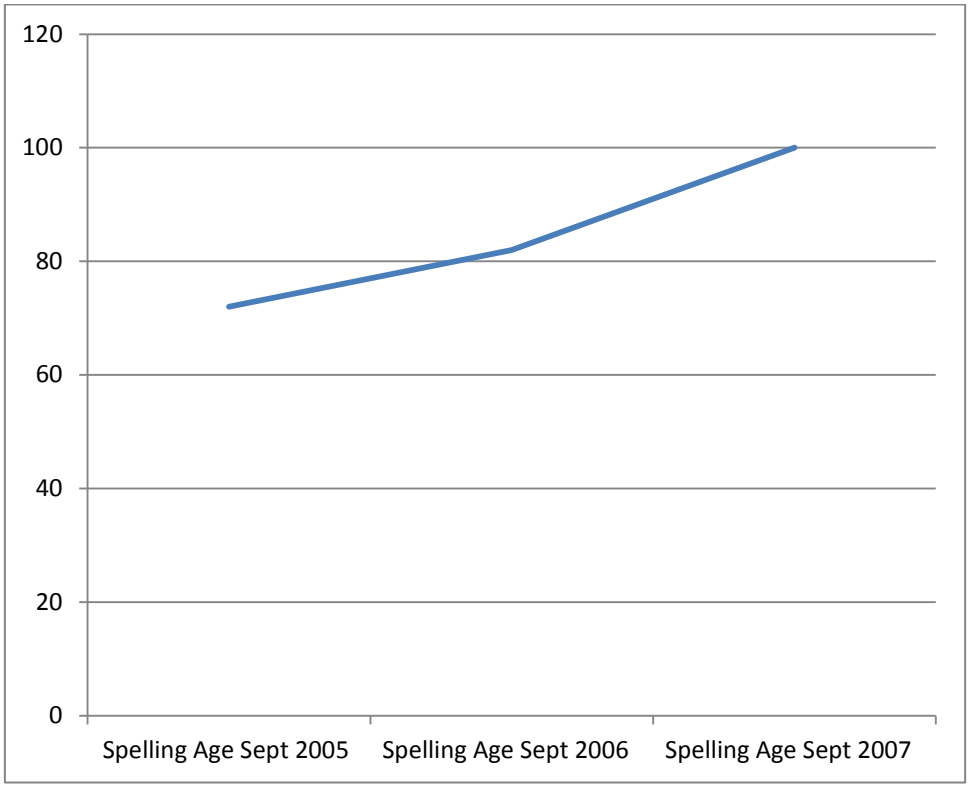


Spelling Age by year group

Average Spelling Ages in months	Spelling Age Sept 2005	Spelling Age Sept 2006	Spelling Age Sept 2007
Y7 Average	69	83	113
Y8 Average	65	72	93
Y9 Average	76	84	99
Y10 Average	79	90	96
Whole School Average	72	82	100



Spelling Age by whole school



5.10 Summary

This chapter has presented the data that were collected and analysed in the course of this research. The following table provides a concise summary of the data in each category. All the figures given are averages for the whole school.

In the table, the boxes highlighted in green show that there has been in improvement during the period of the Enrichment Programme. In contrast, boxes shaded in red show that no improvement occurred during the Enrichment Programme.

Although there were increase in the National Curriculum level in both English and maths, the increases were only one third of a level over the academic year and, as such, are not indicative of significant progress.

Table 1 - SUMMARY OF THE DATA			
Type of Data	Before the Programme	During the Programme	After the Programme
Attendance	76.6%	78.1%	71.8%
Behaviour in class points	47	52	54
Behaviour lunchtime points	151	171	109
Behaviour incidents (sleuth forms)	4	7	16
Detentions – lunchtime	18	16	20
Detentions - after school	3	3	9
Support (number of requests)	17	44	34
Exclusions	2	3	6
Boxall Development Score	95	98	95
Boxall Diagnostic Score	64	56	63
NC Level English	3b (8)	3a (9)	3a (9)
NC Level Maths	3b (8)	3a (9)	4c (10)
NC Level Science	3b (8)	4b (11)	4a (12)
Reading Ages	8 years / 2 months (98 months)	8 years / 9 months (105 months)	9 years / 10 months (118 months)
Spelling Ages	6 years / 0 months (72 months)	6 years / 10 months (82 months)	8 years / 4 months (100 months)

Table 2 - SUMMARY OF THE DATA – CHANGES IN DATA BY PERCENTAGE		
Type of Data	During the Programme % Increase or decrease from baseline	After the Programme % Increase or decrease from 'During the Programme
Attendance	1.5%	-6.3%
Behaviour in class points	10.6%	3.8%
Behaviour lunchtime points	13.2%	-36.2%
Behaviour incidents (sleuth forms)	75%	128.6%
Detentions – lunchtime	-11.1%	25%
Detentions - after school	0%	200%
Support (number of requests)	158.8%	-22.7%
Exclusions	50%	100%
Boxall Development Score	3.2%	-3.1%
Boxall Diagnostic Score (NB - Decrease is positive)	-12.5%	12.5%
NC Level English	12.5%	0%
NC Level Maths	12.5%	11.1%
NC Level Science	37.5%	9.1%
Reading Ages	7.1%	12.4%
Spelling Ages	13.9%	22.0%

CHAPTER 6 – PUPIL CASE STUDIES

This chapter comprises of three case studies of three individual pupils and considers the impact that the Enrichment Programme had on those three pupils. The chosen pupils, whose names have been changes, were as follows:

- Alex (Pupil 10), who had the highest attendance during the Enrichment Programme of all the pupils who were on roll for the three data collection periods

- Richard (Pupil 17), who was one of only four pupils whose behaviour in class improved both during the time of the Enrichment Programme and in the two terms after the Programme had finished

- Peter (Pupil 25), who was one of only two pupils (along with Pupil 24) whose attendance improved from its baseline figure both during the Enrichment Programme and after the Programme had finished.

Each case study begins by providing a brief contextual background to the pupil, before outlining the activities they either chose or were allocated, plus the number of times the pupil attended each of the sessions out of the number of sessions that took place. The case study then looks at how the pupil's participation in these activities may have influenced their attendance, their attitudes to learning and their academic achievements over the research period.

6.1 Year 8 Pupil – Alex

Having spent his primary years in mainstream education, Alex joined the school at the beginning of Year 7, a few days before his 12th birthday. He had a history of poor attendance and functioned at an academic level well below that expected of his chronological age. Alex had a medical diagnosis of ADHD for which he took prescribed medication.

The following table below shows the Enrichment activities in which Alex participated and the number of sessions he attended out of the number of sessions available. On a couple of occasions, although Alex was in school on the day the activities took place, due to his lack of academic work in the morning sessions, he was placed in 'catch up' sessions in the afternoons thus missing some Enrichment activities.

Pupil 10 Enrichment Activities

	Mon	Tues	Wed	Thurs	Fri
1st half term	PE	Reading	Archery	Batik	Cycling
Attendance	6/6	6/6	5/7	0/7	5/7
2nd half term	Steel pans	PE	Skiing	Town Visit	Art / Bike
Attendance	3/7	7/7	1/6	1/7	4 art and 2 bike / 7
3rd half term	Environment	PE	First Aid	Town Visit	Gardening
Attendance	4/4	5/5	5/6	5/5	5/5
4th half term	Craft	PE	Cookery	Town Visit	Art / Music
Attendance	6/6	6/6	4/6	3/6	6/6

Pupil 10 Quantitative Data

	Before	During	After
Attendance School Average	60.6% 76.7%	93.8% 78.1%	75.7% 71.8%
Behaviour (success in class) School Average	17 47	62 52	44 54
Behaviour (lunchtime points) School Average	157 151	175 171	92 109
Behaviour Sleuth forms School Average	4 4	3 7	38 16
Boxall Developmental School Average	66 95	116 98	94 95
Boxall Diagnostic School Average	63 64	56 56	94 63
National Curriculum – English School Average	3c 3b	3b 3a	3a 3a
National Curriculum – Maths School Average	3c 3b	3b 3a	2a 4c
National Curriculum – Science School Average	2a 3b	4c 4b	4b 4a
Reading Age School Average	-5 (59 months) 8/2 (98 months)	6/10 (82 months) 8/9 (105 months)	8/4 (100 months) 9/10 (118 months)
Spelling Age School Average	-5 (59 months) 6/0 (72 months)	5/1 (61 months) 6/10 (82 months)	7/1 (85 months) 8/4 (100 months)

An analysis of the data gathered on Alex shows that before the Enrichment Programme was introduced, his attendance was well below the school average at just 60.6%. In the year of the Programme, however, Alex's attendance improved considerably and it became 15.7% higher than the school average. In the year after the Enrichment Programme, Alex's attendance fell back to a level comparable with the school average.

With regard to Alex's behaviour in class, the average number of points he was awarded before the Programme began was well below the school average at just 17 per week. Clearly since Alex's attendance was low during this period, it followed that his success in class figure would also be low. During the period of the Enrichment, when his attendance was considerably higher than average, his success in class percentage also improved to a level higher than the school average. After the Programme finished, Alex's success in class rate, in line with his attendance, dropped back down to a level similar to the school average. Further analysis of Alex's behaviour shows that his behaviour at lunchtimes was broadly in line with that of his peers throughout the three periods. The data relating to the number of serious incidents in which Alex was involved showed that he was involved in a similar number of incidents both before and during the Enrichment Programme to his peers but that in the period after the Enrichment Programme, Alex was involved in over twice the number of incidents as his peers.

The Boxall Profiles completed on Alex show that his Developmental scores across the three data collection periods were overall lower than the average of his peers. This means that overall Alex was less emotionally mature than his peers were, was less able to make and maintain stable relationships and was less able to cooperate effectively with other people. These factors may have limited the extent to which Alex was able to benefit fully from the Enrichment activities in which he participated.

The data obtained from the Diagnostic Strand show that, in the first two data collection periods, Alex's scores were virtually identical to that of his peers. The situation in the period after the Enrichment Programme was, however, quite different with Alex's Diagnostic score being 31 points higher than the average of his peers. This indicates that whilst his peers appeared to have benefited from the Programme and, for example, were beginning to display less immature and anti-social behaviour, this did not appear to apply to Alex. This higher score may have been a reflection of the higher number of serious incidents in which he was involved.

The National Curriculum teacher levels awarded to Alex showed that, overall, he t achieved levels that were lower than those expected for a pupil of his age. One point of note highlighted by the data is, however, the excellent progress Alex made in science during the Enrichment Programme, moving from a level 2c to 4a in just one academic year. Whilst this improvement in science may possibly have arisen due to his improved attendance, it is also possible that his attitude to work could have been affected by the positive relationship that developed with his science teacher, who also ran three of the activities in which Alex participated during the Programme.

The final set of quantitative data concerning Alex's academic achievements is the data on his reading and spelling ages. These data show that the Enrichment Programme appears to have made an impact on Alex's ability to read. Alex was a poor reader for his age; in the September before the Enrichment Programme began, he had a reading age of 6 years and 10 months and when tested again the following September, this had risen to 8 years and 4 months – a rise of 18 months in just one academic year. This increase could have arisen because of his improved attendance in school, along with his participation in additional one to one reading sessions. The final quantitative data comes from the spelling tests which show that in the September of the Enrichment Programme, Alex had a spelling age of 5 years and 1 month but by the following September, this had increased to 7 years and 1 month. This improvement again could have arisen because of his increased attendance to lessons.

Pupil 10 Qualitative Data

In response to the two questionnaires, Alex gave the following answers:

Which activity did you enjoy doing the most?	What skills did you learn from this activity?	Which activity did you enjoy the least this term?	Why didn't you enjoy this activity?	What activity would you like to do in the future?	Has your attendance improved?	Do you enjoy school more since the Enrichment Programme?
Cycling	How to get over stuff properly	Archery	Didn't like it - boring	Motor biking	Yes	No
PE	Trampol – ining	Art	Not enough variety	Motor biking	Yes	Yes

Alex was able to identify activities that he had enjoyed and give his reasons. He attended most of the cycling sessions in the first half term and all of the PE sessions in the second half term. He also attended most of the archery sessions in the first half term, even though he said it was his least favourite activity. In the second half term, after attending four sessions of art, which was his other least favourite activity, he was moved to cycling for the remaining two sessions of that half term.

In conclusion, for Alex the Enrichment Programme appears overall to have brought about some positive results. Although he appears to have matured very little during the Programme and still became involved in more serious incidents than his peers, during the research period Alex improved his attendance, increased his success in class, made outstanding progress in science and improved his reading and spellings skills.

6.2 Year 9 Pupil – Richard

Richard joined the school in July 2005, having been permanently excluded from a mainstream secondary school within the same authority. He had moderate learning difficulties and a diagnosis of ADHD, for which he took prescribed medication. Richard also had problems controlling his temper and, because of his inability to cooperate with his peers, was often educated on a one to one basis.

The table below shows the Enrichment activities in which Richard participated and the number of sessions he attended. On a couple of occasions, although he was in school on the day the activities took place, due to his lack of academic work in the morning sessions, he was, like Alex, placed in 'catch up' sessions in the afternoons.

Pupil 17 Enrichment Activities

	Mon	Tues	Wed	Thurs	Fri
1st half term	Steel pans	Cooking	Textiles	Skating	Cycling
Attendance	4/6	2/6	4/7	3/6	4/7
2nd half term	Batik	Climbing	Ceramics	Cycling	Gardening
Attendance	2/7	3/7	4/6	2/7	1/7
3rd half term	Computers	PE	Skiing	Climbing	PE
Attendance	¾	register unavailable	2/6 and 1 cooking	4/5	register unavailable
4th half term	SATS revision	Art / Music	Cooking	PC Club	PE
Attendance	register unavailable	register unavailable	3/6	4/6	register unavailable

Pupil 17 Quantitative Data

	Before	During	After
Attendance School Average	86.1% 76.7%	74.5% 78.1%	75.6% 71.8%
Behaviour (success in class) School Average	30 47	40 52	44 54
Behaviour (lunchtime points) School Average	164 151	68 171	83 109
Behaviour Sleuth forms School Average	3 4	8 7	32 16
Boxall Developmental School Average	55 95	87 98	54 95
Boxall Diagnostic School Average	54 64	86 56	84 63
National Curriculum – English School Average	3b 3b	3b 3a	x 3a
National Curriculum – Maths School Average	3c 3b	3b 3a	x 4c
National Curriculum – Science School Average	2a 3b	3b 4b	x 4a
Reading Age School Average	-5 (59 months) 8/2 (98 months)	-5 (59 months) 8/9 (105 months)	-5 (59 months) 9/10 (118 months)
Spelling Age School Average	-5 (59 months) 6/0 (72 months)	-5 (59 months) 6/10 (82 months)	-5 (59 months) 8/4 (100 months)

The attendance data gathered on Richard showed that before the Enrichment Programme was introduced, his attendance was above the school average. In the year of the Programme, this dropped by an average of over 10%. In the period after the Enrichment Programme, Richard's attendance remained the same as the previous year and was similar to the school average.

The data showed that Richard's success in class figure was lower than average before the Programme. In both the Enrichment period and the period after the Programme, his success in class was around 20% less than the average, which, given that his attendance was broadly in line with the average, indicates that his attitude towards learning was not as good as his peers. The redeeming feature here, however, is that, along with only three other pupils, Richard was able to increase the amount of time he was successful in class over the course of this research.

Further evidence of Richard's behaviour was reflected in the points awarded to him at lunchtimes, which although broadly in line with the average before the Programme, were considerably lower both during and after the Programme. The final data relating to Richard's behaviour came from the Sleuth software which recorded the number of serious incidents in which he was involved. The figure is comparable to the school average in the first two periods but was then exactly double the school's average in the period after the Enrichment Programme finished. This could have been an indication of Richard's inability to cope with full time traditional schooling once the Programme finished.

The Boxall Profiles for Richard show that his Developmental scores across the three data collection periods were overall lower than the average of his peers. This means that overall Richard was less emotionally mature than his peers were, was less able to make and maintain stable relationships and was less effective at co-operating with other people. The data obtained from the Diagnostic Strand shows that whereas prior to the Enrichment Programme, Richard had a lower than average Diagnostic score (which was good), both in the period of the Programme and in the period after it, his score was considerably higher than the average. He scored particularly highly in three areas - insecure sense of self, negative towards self and negative towards others.

The National Curriculum teacher levels showed that, overall, academically Richard was however slightly below average. The progress he made through the levels was broadly in line with that made by other pupils. Richard was not awarded any National Curriculum teacher levels in the September after the Programme finished since he had left school by this time.

The final category of quantitative data related to Richard's reading and spelling ages. The data in this category were inconclusive, in that in both the reading and spelling tests, Richard was awarded a notional score of 59 months, indicating a reading and spelling age of below five. This is surprising in that, having been assessed at level three for English, Richard should have been able to access the tests but failed to do so on any of the three occasions for which test results were available.

Pupil 17 Qualitative Data

In response to the two questionnaires, Richard gave the following responses.

Which activity did you enjoy doing the most?	What skills did you learn from this activity?	Which activity did you enjoy the least this term?	Why didn't you enjoy this activity?	What activity would you like to do in the future?	Has your attendance improved?	Do you enjoy school more since the Enrichment Programme?
Mountain Biking	Improved riding skills	Drums / Steel pans	Didn't like it	Football	Yes	No
Cycling and climbing	Climb and tie knots	Batik	Boring – don't enjoy drawing	Football	Same	Same

Richard was always interested in sport and outdoor activities and it was therefore not surprising that the activities he said he enjoyed the most were the sporting ones. He managed to attend about half the sessions available to him, although he missed a few due to being placed in catch up sessions. Richard said the sessions he disliked were drums and batik, maybe because both confined him to the classroom. Richard remained unconvinced that he enjoyed school any more as a result of the Programme.

Overall, the introduction of the Enrichment Programme appeared to have an impact on Richard's attitude to learning, evidenced by increase in points awarded to him. Unfortunately, however, this did not result in an increase in his levels of achievement.

6.3 Year 10 Pupil – Peter

Peter arrived at the school in November 2005, aged 14, having been permanently excluded from a mainstream secondary school for attacking a member of staff. Peter had been in the care of the Local Authority but around the time of the Programme, had returned to live with his mother. He had a diagnosis of ADHD for which he took prescribed medication and he had moderate learning difficulties.

The table below shows the Enrichment activities in which Peter participated and the number of sessions he attended out of the number of sessions available.

Pupil 25 Enrichment Activities

	Mon	Tues	Wed	Thurs	Fri
1st half term	PE	PE	Craft	Orienteering	Cycling
Attendance	register unavailable	register unavailable	1/7	1/7	1/7
2nd half term	PE	PE	Not in school	Cycling	Not in school
Attendance	register unavailable	register unavailable	x	2/7	x
3rd half term	PE	DT or ICT	Skiing	Modelling	Not in school
Attendance	register unavailable	register unavailable	0/7	1 / 5 and I session Art	x
4th half term	PE	DT or ICT	Not in school	Not in school	Not in school
Attendance	register unavailable	register unavailable	x	x	x

Pupil 25 Quantitative Data

	Before	During	After
Attendance School Average	54.0% 76.7%	57.9% 78.1%	65.9% 71.8%
Behaviour (success in class) School Average	27 47	38 52	58 54
Behaviour (lunchtime points) School Average	47 151	25 171	18 109
Behaviour Sleuth forms School Average	9 4	7 7	13 16
Boxall Developmental School Average	50 95	109 98	64 95
Boxall Diagnostic School Average	72 64	48 56	74 63
National Curriculum – English School Average	2a 3b	2a 3a	x 3a
National Curriculum – Maths School Average	2a 3b	3c 3a	x 4c
National Curriculum – Science School Average	2c 3b	4c 4b	x 4a
Reading Age School average	-5 (59 months) 8/2 (98 months)	-5 (59 months) 8/9 (105 months)	-5 (59 months) 9/10 (118 months)
Spelling Age School Average	-5 (59 months) 6/0 (72 months)	-5 (59 months) 6/10 (82 months)	-5 (59 months) 8/4 (100 months)

An analysis of the attendance data for Peter showed that before the Enrichment Programme was introduced, he was a persistent non-attender, attending school for only 54% of the time. In the year of the Programme, however, Peter's attendance had risen to 57.9%, admittedly not a terrific improvement but a step in the right direction. In the year after the Programme, Peter's attendance improved again, making him one of only two pupils in the school, whose attendance improved twice over the research period.

With regard to Peter's success in class, in both the period before the Enrichment Programme as well as during it, he received well below the average number of points, which reflected his relatively low attendance during these two periods. Although his attendance was still below average in the two terms after the Enrichment Programme finished, Peter's success in class had by this time improved considerably to a level comparable with the school average. At lunchtimes, Peter scored very few points. He was not a regular visitor to the dining hall, as he generally preferred cigarettes to school lunches. With regard to his behaviour, Peter was involved in over twice as many incidents as the average before the Programme whereas in the two terms after the Programme his behaviour improved slightly compared to the other pupils.

The Boxall Profiles completed on Peter show that developmentally he improved considerably during the period of the Enrichment, appearing to be more emotionally mature than his peers are and more willing to cooperate effectively with other people. Unfortunately, his Developmental score dropped back to a level similar to its pre-

Enrichment level once the Programme had finished. The data obtained from the Diagnostic Strand showed that, overall, Peter's scores were broadly in line with the average of his peers throughout the three data collection periods.

The National Curriculum teacher levels show that, overall, Peter was academically below average compared to pupils of his age. The significant point of note with these data is the considerable progress that Peter made in science during the Enrichment period, moving from a level 2a to a level 4a in just one academic year. Similar to Alex, this improvement could have been due to the positive relationship that developed with his science teacher, who also ran some of the activities in which he participated during the Programme. Peter was not awarded any National Curriculum levels in the September after the Programme finished, as he had left school by this time.

The final quantitative data relating to Peter's academic achievements comes from his reading and spelling ages. Peter was a very poor reader and speller and since he was unable to access either of the baseline tests, he was awarded a notional score of 59 months for each of the tests. The Enrichment Programme unfortunately made no difference to his ability to read or spell and in the two subsequent reading and spelling tests, Peter continued to have a reading and spelling age of -5, which was a notional age awarded to pupils who were unable to access the reading and spelling tests.

Pupil 25 Qualitative Data

In response to the two questionnaires, Peter gave the following responses.

Which activity did you enjoy doing the most?	What skills did you learn from this activity?	Which activity did you enjoy the least this term?	Why didn't you enjoy this activity?	What activity would you like to do in the future?	Has your attendance improved?	Do you enjoy school more since the Enrichment Programme?
PE	PE Skills	-	-	Football training	Yes	No
Questionnaire not completed						

Peter only completed one of the two questionnaires presented to him. From his responses, it was clear that his main interest was sport – and in particular football. Peter said that his attendance had improved during the Enrichment Programme but said that he did not enjoy school anymore because of the Programme.

Overall, the Enrichment Programme had a positive impact on Peter in a number of areas. Firstly, Peter's attendance improved both during the Enrichment Programme and, more significantly, again once it had finished. Along with the increase in attendance came an improvement in Peter's success in class. The Enrichment Programme also appeared to have a positive impact on the number of serious incidents in which Peter was involved compared to the average. With regard to his academic achievement, although Peter made no recordable progress with learning to read or spell, he did make significant progress in science over the research period.

CHAPTER 7 – ANALYSIS AND DISCUSSION OF DATA

7.1 Introduction

This final chapter is a discussion of the various sets of the data that were gathered and analysed in the course of this research. Each set of data - attendance, behaviour (in-class and lunchtime points), the number of incidents, detentions, support and exclusions, Boxall Profiles, pupil questionnaires, National Curriculum levels and reading and spelling ages – are discussed in turn. Data on detentions, the number of requests for support and the number of exclusions issued were not available by individual pupil or by year group. Within each section, data are discussed in the following order:

Data by individual pupil

Data were gathered and analysed from all of the 27 pupils who took part in the Enrichment Programme. Data are not, however, available in all categories for the period before the introduction of the Enrichment Programme for pupils who joined the school at the start of the autumn term in the academic year 2006 – 2007, just as the Enrichment Programme was beginning. In keeping with the ethical guidelines laid down by BERA (2004), no pupils are ever identified by name in this discussion chapter but are identified instead using a number and / or their initials.

Data by year group

Data were analysed by year group from Year 7 to Year 10, in order to determine whether the Enrichment Programme had different levels of impact on different year groups. In the discussion pertaining to the pupils in Year 7, the only data available for comparison purposes for the period before the Enrichment Programme began was that on the teacher assessed National Curriculum levels as these were obtained from the Primary phase of the school. Other records were kept in the Primary phase in different ways to those in the Secondary phase and thus it was not possible to use them for comparative purposes in this research. Where an analysis of data refers to pupils in specific year groups, for the sake of consistency, these refer to the groups pupils were in at the start of Enrichment Programme and not to the groups they were in when the first set of data was collected.

Data by whole school

To obtain an overall figure for the whole school, data for individual pupils were aggregated. It is this figure, rather than the individual pupil data, which has been used to determine whether, overall, the data gathered are supportive of the research prediction.

Links between the data

The three sets of data gathered in the course of this research are all interlinked and each set of data therefore has an effect on the other two. Firstly, there is a link between attendance and behaviour. If the pupils are not in school, then they cannot score points for their good behaviour in lessons or at lunchtimes. On the other hand,

it they are not in school, they cannot get into any trouble so the number of detentions issued and the number of serious incidents in which they are involved will be reduced. It is, of course, possible that for individual pupils, there is no link between attendance and behaviour – for example, an individual could attend school on only one day a week and receive full behaviour points for that day, whilst another pupil could attend for five days and receive no behaviour points at all.

In most case, there will also be a link between the attendance and achievement data. If the pupils are not in school attending lessons, this will, in all probability, affect their achievement, in terms of their progress through the curriculum and their ability to read and spell. It is possible that pupils could have increased their learning by doing homework, though, given the nature of the pupils, it is believed that this would have been highly unlikely.

Finally, there is a link between the behaviour and the achievement data. As discussed in chapter four, pupils' behaviour in lessons was graded according to their punctuality to lessons and remaining in the classroom for the duration of the lesson, their general attitude and their demeanour throughout the lesson and their engagement with the task provided. A pupil who does not conform to these behavioural expectations and who does not engage with their learning is unlikely to be a high academic achiever.

The table in section 5.10 (p. 208) should help the reader to compare the changes in the different categories of data.

7.2 Attendance

The data gathered on the pupils' attendance show that for 62.5% of pupils there was an improvement in attendance from the period before the Enrichment Programme began to the time the Programme was in operation. This is an indication that, for the majority of pupils, the Enrichment Programme was successful in improving attendance. For some pupils the increase in attendance was quite significant – the average attendance for Alex, for example, increased from 60.6% to 93.8% and similarly the average attendance for Pupil 15 increased from 60.9% to 90.9%. For some pupils, however, the introduction of the Programme did little to improve their attendance. Pupil 7, for example, dropped from 95.8% to 77.5% and Pupil 14 dropped from 71.7% to 43.1%.

Comparative data for the period when the Programme was in operation and in the two terms after it had finished showed that only eight pupils (29.6%) had attendance rates that were higher in the two terms following the Enrichment Programme than during it. The individual attendance figures showed an overall continual improvement in attendance for just two pupils (Pupils 24 and 25, both from Year 10), whose attendance improved from its baseline figure both whilst the Programme was in operation and again once it had finished. Whilst it would have been good to draw the conclusion that this was wholly due to the pupils' involvement in the Programme, it must be pointed out that these two pupils both had a very low baseline attendance figure of 42% and 54% respectively.

An analysis of the attendance data by year group shows that for Year 7, attendance was higher during the period of the Enrichment Programme at 80.8% than once the Programme had finished, when it was fell to 77.0%. Only one Year 7 pupil (Pupil 2) managed to improve his attendance once the Programme had finished.

For Year 8 pupils, comparative data between the 'before' and 'during' period were available for four out of the eight pupils in Year 8. These data showed that on average there was an increase in attendance from 84.1% before the Programme to 90.9% during the Programme, indicating that for the Year 8 pupils, the Enrichment Programme had impact on attendance. Since only two Year 8 pupils (Pupils 7 and 12) managed to improve their attendance once the programme had finished, the overall average attendance figure for Year 8 pupils dropped to 85.6% - just slightly higher than their original starting point - once the Programme had finished.

For the Year 9 pupils, baseline data were available for six out of the nine pupils, which showed that, for this group of pupils, attendance was at its highest in the two terms before the Enrichment Programme was introduced. Attendance dropped from 78.6% before the Programme to 70.1% during the Programme and then dropped further to an average of 64.1% in the two terms after the Programme finished. This continual decline in attendance was an indication that the Programme had no positive impact at all on the attendance of Year 9 pupils.

The attendance data for the Year 10 pupils follows a similar pattern to that of the Year 8 pupils. Baseline data were available for all of the pupils in Year 10, which showed that attendance rose slightly from 68.4% to 70.5% once the Enrichment Programme was introduced but that it fell again, this time to 59.8%, once the Programme had ended. This again indicated that the Programme did not have the desired long-term impact on the attendance of this group of pupils.

When the attendance data of all pupils are aggregated, they show that, overall the attendance improved slightly during the period of the Enrichment Programme. Attendance was on average 76.6% before the Programme began and rose to 78.1% when the Programme was in operation. Once the Programme finished, the average attendance rate dropped to 71.8%. Whilst this increase is indicative of support for the research prediction, the rise is so small (1.5%) that it must be concluded that the rise could have occurred in spite of the Enrichment Programme and not because of it.

7.3 Behaviour – In class and lunchtime points

In Class Points

An analysis of the data on the points awarded to pupils for their behaviour in class showed that, of the 16 pupils for whom there were comparable data, there was an improvement in behaviour for ten pupils (62.5%) in the two terms of the Enrichment Programme when compared with the two terms that preceded it. Comparative data were available for all 27 pupils in the period when the Programme was in operation and the two terms after it finished and these data showed that 17 pupils (63%) had poorer levels of behaviour in the two terms following the Enrichment Programme than during it. The behaviour of five pupils improved from its baseline figure both whilst the programme was running and again once it had finished.

When the behaviour data is analysed by year group, it shows that the average number of points awarded to the Year 7 pupils increased in the two terms following the introduction of the Enrichment Programme. For Year 8 pupils, the data showed that pupils were awarded more points in the two terms of the Enrichment Programme than in the two terms that preceded it. The average number of points increased further still in the two terms that followed the end of the Enrichment Programme. In contrast, the average number of points awarded to pupils in Year 9 dropped during the two terms of the Enrichment Programme and dropped again in the two terms after the Enrichment Programme. In Year 10, the situation was similar to that in Year 8, with the average number of points awarded increasing both during the two terms of the Enrichment Programme and again in the two terms that followed it.

When the data are collated for the whole school, they showed that the average number of points awarded to pupils during lessons increased from an average of 47 per pupil per week in the two terms before the Programme to 52 in the two terms of the Enrichment Programme. There was a further increase to 54 points in the two terms following the Enrichment Programme. These data therefore support the research prediction.

Lunchtime Points

During the Enrichment Programme, pupils were aware that good behaviour at lunchtimes was a prerequisite for being allowed to participate in the Enrichment Programme activities. An analysis of the data revealed that 63% of pupils demonstrated improved behaviour at lunchtime during the Enrichment Programme, as compared to the period before it. Further data for the period after the Enrichment Programme was available for 26 of the 27 pupils (one pupil disliked eating in front of people and so usually refused to join the other pupils for lunch) and showed that only 15% of pupils maintained their level of good behaviour at lunchtimes once the Enrichment Programme had ended.

An analysis of the data by year group showed that on average the behaviour of the Year 7 pupils was better during the Enrichment Programme than in the two terms that followed it. In Year 8, the pupils' behaviour at lunchtime improved during the period of the Enrichment Programme, which may have been attributable to the promise of afternoon Enrichment activities, but like the Year 7 pupils, their behaviour also worsened once the Programme had finished. In Year 9, the prospect of the

afternoon Enrichment activities did little to improve lunchtime behaviour, which was roughly the same in the period before the Enrichment Programme as during it. After the Programme, the behaviour of Year 9 pupils was considerably worse than before it began. The data for Year 10 pupils, showed that this Year group had the most notable improvement in behaviour at lunchtimes of the three year groups although their behaviour deteriorated once the Programme has finished, to a level well below the original baseline figure.

The data for average points awarded during lunchtimes for the whole school showed that, overall, the behaviour improved during the period that the Enrichment Programme was in operation and then dropped again once the Programme had finished. In this respect, the data supports the research prediction, which said that behaviour would improve with the Enrichment Programme.

As discussed in the introduction to this chapter, there is a link between this set of data and the attendance data. Whilst attendance improved by only 1.5%, the behaviour in class points rose by 10.6% and the points awarded to pupils for their positive behaviour at lunchtimes rose by 13.2% over the same period. Given the small increase in attendance, this improvement in behaviour is even more remarkable.

7.4 Behaviour records – Number of incidents

Of the 16 pupils for whom there is comparative data between the period before the Enrichment Programme and the period when the Enrichment Programme was running, six pupils were involved in fewer incidents in the period of the Enrichment Programme than before it indicating an improvement in their behaviour. The behaviour of the other ten pupils, as evidenced by the number of Sleuth forms completed, got worse during the Enrichment Programme.

In the period after the Enrichment Programme finished, an analysis of the data gathered showed that of the 27 pupils for whom data were available, the average behaviour of only three pupils had improved consistently over the three periods that data were collected. For the significant majority (89% / 24 pupils) the two terms that followed the end of the Enrichment Programme saw an increase in incidents of poor behaviour, as evidenced by the number of Sleuth forms completed. In some cases, the incidents of poor behaviour rose significantly - one child had 57 incidents of poor behaviour recorded against him in just one term!

An analysis of the behaviour of pupils by year group showed that in Year 7 the behaviour of pupils was consistent throughout the two terms of the Enrichment Programme but was considerably worse once the Programme had finished, when Year 7 pupils were involved in over three times as many incidents as when the Programme was running. In Year 8, the number of serious incidents in which pupils were involved more than doubled in the period of the Programme when compared to

the previous two terms. Once the Programme finished, the behaviour of pupils worsened considerably, with Year 8 pupils being involved in more incidents than any other year group. The behaviour of pupils in Year 9 was also worse during the Enrichment Programme than before it and, furthermore, their behaviour deteriorated again once the Programme had finished. Whilst the behaviour of the pupils in Year 10 also deteriorated in the period of the Enrichment Programme, unlike the other three year groups, their behaviour actually improved in the period after the Programme had finished.

When the data are collated for the whole school, they show that the number of incidents of poor behaviour, as evidenced by the number of Sleuth forms completed, increased in each of the six half terms that that data were collected. Whilst the researcher cannot be sure of the reasons behind the increases, one possible explanation is that pupils with BESD often display poor behaviour when faced with new situations. It is thus possible that the number of serious incidents in which pupils were involved increased during the Enrichment Programme due to the pupils adverse reactions to the new situations in which they found themselves.

A possible explanation for the subsequent increase in the number of serious incidents once the Programme finished could be that the pupils realised they actually liked the Programme and subsequently they did not like returning to their normal timetable.

Whatever the reasons, the outcomes of the analysis of this set of data is that neither the Enrichment Programme nor indeed any of the intervention or behaviour modification programmes that the school had put into place for individual pupils appeared to have had any effect on the number of serious incidents in which the pupils were involved. In this respect, there is no evidence that this set of data is supportive of the research prediction.

7.5 Detentions, support and exclusions

Detentions

An analysis of the data on detentions issued to pupils showed that on average the number of lunchtime detentions issued to pupils dropped in the period of the Enrichment Programme, although the number of after school detentions rose in the same period.

The period after the Enrichment Programme finished saw an increase in both the lunchtime and after school detentions. Whilst the lunchtime detentions rose on average from 16 to 20 per week, it was in the number of after school detentions, issued for more serious offences, that the rise was the most dramatic as these tripled to an average of nine per week. In this respect, it can be concluded that only the data gathered on the lunchtime detentions, which showed a drop of 11.1%, support the research prediction. This decrease in lunchtime detentions is particularly significant given the increase in attendance during the period of the Enrichment Programme.

Support

The data gathered on the number of times a member of the Inclusion Team was called out to support an individual pupil showed that the demand for support was greatest whilst the Enrichment Programme was running. During this period, the support team received an average of 44 requests per week, which was more than double the number in the two terms before the Programme began. This high demand for support during the Programme could possibly be explained by the fact that pupils with special educational needs, and particular those with BESD, may not always readily accept change. The introduction of an alternative curriculum may simply have been more than some children were able to cope with. The data on the amount of additional support requested from the Inclusion Team, therefore, did not support the research prediction.

Exclusions

The data showed that the introduction of the Enrichment Programme had no effect on reducing the number of fixed term exclusions issued to pupils. From a starting point of an average of two days of fixed term exclusion in the two terms before the Enrichment Programme, the figure rose to an average of three days in the two terms that the Enrichment Programme was in operation. Once the Enrichment Programme had ended, the behaviour in terms of the number of fixed term exclusions issued worsened considerably reaching an average of six days in the two terms after the Programme finished. As with the previous categories of data in this section, there is no evidence of any support for the research prediction.

7.6 Boxall Profiles

Developmental Scores

An analysis of the data gathered before the Enrichment Programme began compared with the period of the Programme showed that 43.8% of pupils had a Developmental Score that was higher in the period of the Programme than the previous period. Some pupils had made particularly good developmental progress in this period, for example, Alex made 50 points progress and Peter made 59 points progress. When the data collected during the Programme are compared with the data for the period after the Programme, they showed that only 37% of pupils had higher Developmental Scores once the Programme had finished. Of these pupils, the greatest developmental progress was made by Pupil 2, who achieved 34 more points and Pupil 7, who achieved 45 more points than in the previous year.

When the Boxall Developmental Scores are analysed by year group, the data showed that the average Developmental Score of pupils in Year 7 rose in the period after the Programme has ended. The data for the pupils in Year 8 showed a drop in the average Developmental Score during the period of the Enrichment Programme and a subsequent rise thereafter. In the remaining two groups, Years 9 and 10, the average scores were both higher in the period of the Enrichment Programme than before it and both dropped once the Programme has ended.

An analysis of the data on a whole school basis shows that the average Developmental Score rose during the period of the Enrichment Programme. Although difficult to measure accurately, the emotional growth of the pupils gained from their participation in the programme must therefore be acknowledged. The increased Developmental Score showed overall the pupils' self-esteem improved which, according to Maslow's hierarchy of needs (1947), is a prerequisite for effective learning. The higher Developmental Scores were also indicative that pupils were better organised, more attentive and more interested in their work during the period of the Programme. In this respect, it can be concluded that this set of data is therefore supportive of the research prediction.

Diagnostic Scores

In contrast to the Developmental Scores, in the Diagnostic Section of the Boxall Profiles, the lower the score the better in terms of the development of the child. A data analysis of the Diagnostic Scores revealed that of the 16 pupils for whom there are comparative data, 62.5% had lower scores in the period of the Enrichment Programme than in the period before the Programme began, which shows an improvement. In contrast, however in the year after the Programme finished, only 10 pupils or 37% had a lower (i.e. better) score than in the previous year.

An analysis of the Boxall Diagnostic Scores by year group showed a mixed picture. The data showed that the average Diagnostic Scores of pupils in only one year group, Year 8, was lower following the introduction of the Enrichment Programme. The average scores of pupils in Years 9 and 10 both increased in the year of the Enrichment Programme. In the year after the Enrichment Programme finished, only the average Diagnostic Score of the pupils in Year 9 was lower, indicating an improvement.

An analysis of the average Diagnostic Score obtained by the whole school showed that it was lower in the year of the Enrichment Programme than in the previous year. Since the Diagnostic Scores are indicative of behaviours that inhibit or interfere with a pupil's ability to involve themselves effectively in school life, the lower scores show that, in this respect, the pupils' behaviour had improved. These data are therefore also supportive of the research prediction.

Of the two different types of scores, the more significant of the two is the Diagnostic Score which shows a change of 12.5% during the period of the Programme, compared to an increase of 3.2% for the Developmental Scores over the same period. This score of 12.5% compares very favourable in supporting the research prediction taking into consideration the small increase in attendance.

7.7 Pupil questionnaires

The purpose of the two questionnaires was to allow the pupils to provide their opinions on the Enrichment Programme offered to them and to give their views about the impact that the activities had on their attendance and attitudes towards school. The same questionnaire was distributed at the end of each of the first two half terms of the Programme.

The pupils were first asked about the activities that they enjoyed doing. In both questionnaires, ten activities were cited as being the ones pupils perceived to be their favourites, with cycling being the firm favourite in the first questionnaire and climbing being the overall favourite in the second one. Pupils were then asked about the skills they had learned. The pupils said that the skills they had learned varied greatly – some pupils said they had learned skills that were specific to the activities in which they had participated, for example, how to do snow plough turns, whilst others cited more generic skills like improved concentration. Only four pupils claimed to have learned nothing.

The pupils' least favourite activities in the first half term were art and archery, each of which was cited by three pupils as their least favourite activity. In the second half term, art was again unpopular with four pupils stating it was their least favourite activity. The pupils gave a variety of reasons for not liking particular activities. Whilst some pupils were able to articulate their reasons clearly and cited reasons such as 'not enough variety in the activity' and 'the bikes were unsafe', others could only say

things such as ‘it was rubbish’ or ‘didn’t like it’. The activities that pupils wanted to do in the future were varied. In the first questionnaire, pupils identified twelve activities they would like to do, with football and gardening being amongst the most popular. In the second questionnaire, the range of activities pupils wanted to do was wider and included some exciting, if not prohibitively expensive, activities such as motor biking and quad biking.

With regard to their attendance, in the first questionnaire, 14 pupils said that they thought their attendance had improved because of the Enrichment Programme. The same number of pupils (although not the same pupils) replied in a similar way in the second questionnaire. Only two pupils in the first questionnaire thought that the Enrichment Programme had no positive impact on their attendance. In both questionnaires, five pupils thought that either their attendance had stayed the same or gave the response ‘Don’t know’.

The responses from the two questionnaires showed that, of the pupils who completed the questionnaires, the majority said that they enjoyed school more due to the Enrichment Programme. In both cases, positive responses towards school were received from over half of the pupils – 11 out of 21 pupils in the first questionnaire and 10 out of 19 pupils in the second questionnaire. Since part of the research prediction was that attitudes and behaviour would improve following the introduction of the Programme, these results are supportive of the research prediction.

These positive findings are supported by other studies identified in the literature. In relation to pupils deemed to experience BESD, Fox and Avramidis (2003) have identified a number of positive findings from studies (Duindam, 1996; Farnham and Mutrie, 1997; Hobbs and Radka, 1975; Lane et al., 1983; Rigothi, 1974; Sachs and Miller, 1992) which examine the effect of alternative programmes on behaviour. According to Fox and Avramidis (2003), 'these studies have all reported significant improvements in areas such peer relations, group cohesion and self-esteem'.

Although pupils who took part in the Enrichment Programme were not questioned specifically about these three aspects of improved peer relations, group cohesion and self-esteem, other evidence from the research, particularly the quantitative behaviour data, indicates that all three improved during the course of the research.

7.8 National Curriculum levels

For the data collected on the National Curriculum levels to support the research prediction – that academic achievement would be greater than usual following the introduction of the Enrichment Programme – pupils needed to have made progress of at least two thirds of a National Curriculum level in one year.

An analysis of the data showed that in English, 20 of the 27 pupils (74%) made progress of one third of a National Curriculum level in the year of the Programme as compared with the previous year. In the year after the Enrichment Programme, 11 of the 17 pupils, for whom comparative data are available, made progress, of which six made progress at the rate of a third of a level whilst for the other five made at least two thirds of a level progress. Pupils 2 and 8 made the most progress in English, each making a complete level progress in the year after the Enrichment Programme.

In maths, 23 out of the 27 pupils (90%) made progress in the year of the Enrichment Programme when compared to the previous year although only six pupils managed to make two thirds of a level progress or greater. In the year after the Enrichment Programme, progress was made by 11 of the 17 pupils for whom there are comparative data, of which six made more than a third of a level progress over the year. The ‘stars’ in the maths departments were two Year 7 pupils (Pupils 3 and 4) each of whom made a level and two thirds progress in the year that followed the Enrichment Programme.

In science, 23 pupils made progress in the Enrichment year - five made progress of a third of a level, eight made two thirds of a level progress, four made a level progress, four made a level and a third progress, one pupil (Pupil 20) made a level and two thirds progress and one pupil (Peter) made two whole levels progress over this time frame. This means that 18 of 27 pupils made progress of at least two thirds of a level. In the year after the Enrichment Programme, the rate of progress dropped considerably with only 13 pupils making progress in science. Of these 13, seven made two thirds of a level progress and the rest made a third of a level progress.

Data were then analysed on a year group basis. In Year 7, although pupils made progress through the levels in the course of this research, the level of progress was insufficient overall to declare it supportive of the research prediction. This is because progress was on average only third of a level in English and science over the three years. In maths, pupils made only one third of a level progress in the first two years, although this did improve to an average of one level in the year after the Programme. In Year 8, pupils made only a third of a level progress per year in English, which was slightly better than in maths where one third of a level progress was made in the first two years but then no progress at all was made in the year after the Programme finished. Pupils in Year 8, however, did make greater progress in science with two thirds of a level in the Enrichment year and a third in the following year. In Year 8, therefore, only the science data are supportive of the research prediction.

The data gathered for the Year 9 pupils showed that in English pupils made progress of a third of a level in both the Enrichment year and in the following year. In maths,

they made a third of a level progress in the Enrichment year but failed to make any further progress in the following year. In science, however, greater than expected progress was made in the year of the Enrichment Programme meaning that once again, it was only the science data that supported the research prediction. In Year 10, in both English and maths, progress of a third of a level was made in the Enrichment year but no progress was made in the year thereafter. In science, once again, progress was more rapid in the Enrichment year with pupils making on average one complete level progress, showing that again only the science data were supportive of the research prediction.

When the data are analysed for the whole school, they showed that in English pupils made progress of one third of a level in the year of the Enrichment Programme and then made no further progress in the following year. In maths, pupils again made progress of one third of a level in the Enrichment year and then another third in the year following the Enrichment Programme. In science, pupils made on average one whole level in the year of the Programme and then one third of a level thereafter. These data show that once again, it was only the science data that were supportive of the research prediction. When the improvement in science is calculated using the table in Section 5.8, it shows an increase of 37.5%, which is remarkable when compared to the equivalent improvement in attendance. The improvement in science is also greater than might have been expected based on the improvement in behaviour over the same period.

7.9 Reading and spelling ages

Reading Ages

An analysis of the reading scores showed that 21 of the 27 pupils (78%) had reading levels that were higher in the year of the Enrichment Programme than in the previous year. Of these 21 pupils, only six made progress of more than 12 months over the year. Three pupils managed to obtain a reading age that was lower in the September of the Enrichment year compared to the previous year. The remaining three pupils had a reading age of below five years and so were not able to access the reading test at all and were awarded a notional reading age of 59 months.

In the September following the Enrichment Programme further progress in reading was made by 22 pupils (81%). The significant data here are that 19 of these 22 pupils made progress of more than one academic year. Of the rest, the same three pupils were still unable to access the spelling tests and were again awarded the notional score of 59 months. The remaining two pupils both scored a reading age that was lower than in the previous year.

When the data are analysed by year group, they show that in the September of the Enrichment year, pupils in Year 7 had made the most progress with an average of 13 months, whilst pupils in Year 9 had made the least progress, an average of only two months over the previous year. In the September after the Enrichment Programme,

pupils in Year 7 had again made the most progress – an average of 18 months, whilst pupils in Year 10 made the least progress, at an average of five months.

When the reading scores of all pupils are collated, the data show that the pupils' scores increased by an average of seven months in the year before the Enrichment Programme began but had increased by an average of thirteen months when they were tested in the September after the Enrichment Programme finished. This increase demonstrates that these data therefore support the research prediction that the Enrichment Programme would have an impact on pupil achievement.

Spelling Ages

Data gathered in this research about the progress pupils made with learning their spellings showed that the spelling ages of 18 of the 27 pupils (67%) were higher in the year of the Enrichment Programme than in the previous year. Of these 18 pupils, nine had an increase in their spelling age by more than 12 months in one academic year. The remaining nine pupils were unable to access the test in the academic year 2005-2006 and so were awarded a notional reading age of 59 months (one month below five years).

In the September after the Enrichment Programme, the data gathered show that 23 of the 27 pupils (85%) made progress with their spellings. The remaining four pupils were still unable to access the test. Of the 27 pupils, 16 pupils (59%) had improved their spelling ages by more than 12 months in the course of one year.

When the data were analysed by year group, they showed that in the September of the Enrichment year, pupils in Year 7 had made the most progress with their spellings – an average of 14 months whilst pupils in Year 8 made the least progress, with an average of just seven months. Progress was significant in the September after the Enrichment Programme, with the pupils in Year 7 again making the most progress – a remarkable 30 months on average whilst pupils in Year 10 made the least progress, an average of 11 months.

When the spelling scores of all pupils throughout the school are analysed together, the data showed that the pupils' scores increased by an average of 10 months in the year before the Enrichment Programme began but had increased by an average of 18 months when they were tested in the September after the Enrichment Programme finished. This increase over and above that which would have been expected, show that these data on spelling ages are therefore supportive of the research prediction.

The increases in the reading and spelling ages equate to 7.1% and 13.9% respectively, which, when compared with the increase in attendance of 1.5% demonstrate concrete support for the research prediction. The increases in reading and spelling ages correlate very similarly with the increases in the combined behaviour points, an indication that as pupils improved their behaviour within the classroom their learning became more effective.

7.10 Summary

This chapter has presented and discussed the data collected in the course of this research. Each set of data was analysed to determine whether there was sufficient evidence to conclude that the data were supportive of the research prediction. Although each set of data was analysed independently of the other sets of data, this chapter has also discussed the links that exists between the three categories of data and has examined, where relevant, the effect that each category of data had on the other two categories.

An analysis of the data gathered in this research showed that overall the data are supportive of the research prediction – that the introduction of a new alternative curriculum, implemented in a special school for pupils with BESD, would have a positive impact on attendance, attitudes to learning and achievement.

In this research, the outcomes achieved as a result of the introduction of alternative curricula are comparable to those discussed in other studies identified in the literature. Improved academic outcomes as a result of the introduction of alternative curricula have been identified by Fox and Avarmedis (2003) in a number of studies. In a residential programme of wilderness camping, Griffen (1981) reported a significant improvement in 'academic skill level' in a group of disaffected secondary aged students. Similarly, Rigothi (1974) revealed significant academic improvements in an outdoor programme for students with emotional problems. In a study of a programme for emotionally disturbed (this is the term used in the study), girls Neff

(1973) found that those participating in outdoor activities had statistically significant improvements in academic ability.

Given the time and effort invested in making the Enrichment Programme a success for the pupils, not to mention the considerable financial cost of running the Programme, the fact that the data were found to be supportive of the research predictions and that the objectives of the Programme have been met was, of course, very welcome to everyone involved.

CONCLUSION

This research has discussed how a mainstream model of education, which follows the National Curriculum, may not always suitable for children with behaviour, social and emotional difficulties, whose educational needs may be better met via the provision of an alternative curriculum programme. Meeting the educational needs of pupils with BESD and re-engaging them in the learning process though the provision of an alternative curriculum is well documented in the literature (Cole et al., 1998 and Daniels et al., 1999). No matter whether pupils follow an alternative curriculum in a mainstream school or in special school, the literature informs us that all alternative education programmes need to carefully designed and must reflect an understanding of the unique educational, developmental and emotional needs of the participants.

The focus of this research has been a small-scale evaluation of the success of one such alternative curriculum programme in a school for pupils with BESD. Most of the pupils who attended the school had previously displayed behaviours that had warranted their permanent exclusion from mainstream schools and many of the pupils were uncooperative with both adults and their peers and refused to engage in learning. It was believed that the curriculum the pupils followed was doing little to persuade them to attend school or to stay in lessons if they did make it in to school.

The alternative curriculum that was introduced had at its core a programme of activities that it was thought would encourage pupils to attend school more often and to stay in lessons once they arrived in school. Once regular attendance had become

routine for the pupils, it was anticipated that they would begin to see the value of education and this would lead to an improvement in their behaviour. Good behaviour would, it was expected, be conducive to effective learning and, as a result, pupils' academic achievement would eventually improve.

In order to evaluate the success of the new curriculum, three sets of quantitative data were analysed during the course of this research to determine the impact that the Programme had on its participants. The data showed that, overall, the Enrichment Programme had a positive impact in a number of key areas in particular improved behaviour in the classroom and at lunchtimes, improved attitudes to learning, increase in emotional development, higher achievement in science and improvements in reading and spelling.

Qualitative data obtained from the two questionnaires were also analysed and these showed that overall the Enrichment Programme was well received by its participants. The Programme gave pupils the opportunity to experience activities like skiing, playing the steel pans and windsurfing that they might otherwise not have had the opportunity to do. The responses to the questionnaires showed that, in the main, pupils enjoyed the activities and felt that they had learned something from them. Pupils also said the overall they felt that their attendance had improved because of the Programme and that they enjoyed coming to school more.

Given the extent of the changes that were introduced, it would have been naïve to think that the Programme would run without any problems. Firstly, the very

introduction of something new caused difficulties for some pupils, who were unable to cope with the changes to the curriculum. For others, the problems stemmed from their inability to accept that it was impossible for every pupil always to have their first choice of activity and this led to some incidents of poor behaviour with pupils refusing to participate in second choice activities. Further issues arose as the activities progressed throughout the term, with pupils either discovering that the activity was not what they had imagined or they simply were bored of it after a few weeks and wanted to change to other groups.

In spite of the difficulties encountered in introducing the Enrichment Programme, an analysis of the data gathered in this research showed that overall the data supported the research prediction – that the introduction of a new alternative curriculum, the Enrichment Programme, implemented in a special school for pupils with behavioural, emotional and social difficulties over a period of two terms would have a positive impact on attendance, attitudes to learning and achievement.

Whilst it is accepted that some, or indeed all, of the results obtained from the data could have occurred in spite of the Enrichment Programme and not because of it, the author nevertheless believes the Programme was successful in developing more positive attitudes and academic gains for many of the pupils. In addition, it breathed new life into the school at a difficult time in its history and gave the staff and the pupils a new focus at a time when maintaining the status quo was simply not an option.

IMPLICATIONS FOR PRACTICE

In any piece of research, the most important part is the analysis and interpretations of the data that have been collected. It can be argued, however, that what is done with the findings of the research, the implications for practice, can be just as important.

The conclusions reached as a result of this research were that the implementation of a new curriculum brought about an increase in attendance for most pupils and improved behaviour in the classroom for most pupils. This led to some improvements in academic success for the majority of the pupils particularly in reading, spelling and science above that which would normally been expected of the pupils. This research was, however, carried out in a specific location, at a specific point in time and with specific pupils and, as such, the research is very context specific. Since each school is different and conditions can never be the same from one school to another, it would therefore be unwise to generalize the results of this study to any other context.

If teacher-researchers want to encourage other teachers to carry out similar research in their own schools, they need to provide enough information for other professionals to be able to make comparisons between the research setting and their own context. According to MacLean and Mohr (1999), teacher research derives its reliability from providing enough information to be able to make reasonable comparisons to other situations and contexts. If teacher-researchers want to carry out similar studies, they should not try to recreate the context of a previous study, but rather consider how the

context affects the findings of the study and what the different variables are within that context.

For other professionals wishing to undertake similar research in their own educational settings, it cannot be assumed that a change in curriculum will bring about the similar outcomes as achieved in this research. Equally, to achieve the same outcomes, another school may need to do far more than simply introduce a new curriculum. However, careful consideration of the conclusions drawn from this piece of research should I believe allow other professionals to be in a position to judge for themselves the potential usefulness of the findings of this research to their own institution.

REFLECTIONS

The Enrichment Programme was born out of a drastic need for change in a school facing challenging circumstances. In order to motivate the pupils and reengage them in education, the staff tried hard to create a new and exciting curriculum for the pupils. The staff knew that the support of pupils would be vital if the curriculum were to be successful and so encouraged the pupils to contribute to the design of the Programme by suggesting activities they wanted to see in the Programme. This gave the pupils a degree of ownership in the Programme. Being involved in the design of the curriculum and having some control over their own learning by selecting the activities, in which they believed they could be successful, allowed the pupils to increase their intrinsic motivation for learning.

In addition to the benefits gained by the pupils from the Enrichment Programme in terms of improvements in their attendance, attitudes to learning and achievement, participation in the Enrichment Programme also enabled pupils to begin to build new and purposeful relationships with the teachers and other adults who were delivering the Programme. As previously discussed, pupils with BESD typically have difficulties building positive relationships with adults but, through the Enrichment Programme, they had opportunities to develop effective relationships. This research has shown that, for some children, this appeared to be a key factor in affecting their emotional, cognition and behavioural aspects. This reflects the findings of similar research carried out by Fox and Avramidis (2003), who found that the development of effective relationships in a similar programme had the potential to ‘produce an upward spiral of improved self-esteem, improved behaviour and effective learning’.

The importance of building and nurturing strong relationships between staff and pupils cannot be underestimated and needs to be considered by other professionals considering designing similar programmes in the future.

As the relationships between staff and pupils improved, pupils began to be more cooperative with the staff. In this research, the increase in cooperation appeared to improve the quality of interpersonal relationships meaning that pupils with whom teachers had experienced difficulty in forming cooperative relationships became more amenable and generally easier to get along with.

Observations made by the author during the Enrichment Programme led to the belief that the teachers adopted a more humanistic approach to working with the pupils. Previous research, Cronk (1987) has shown that a humanistic way of working with pupils can lead to an improvement in classroom behaviour. Central to this approach is the use of empathy by teachers, which, it is argued, encourages teachers to seek perspectives of a situation other than their own and to analyse situations from the pupils' point of view. This recognition of the importance of pupils' viewpoints led to changes in the way in which teachers managed classroom behaviour. In particular, the author observed that during the Enrichment Programme, there appeared to be fewer confrontations between staff and pupils in lessons, which led overall to the appearance of a calmer atmosphere around the school.

My learning journey

I have heard it said that doing a doctorate is an experience in learning and that what researchers learn from how we went about researching, structuring and writing our theses is equally important to the content of the research itself.

Undertaking a course of study at this level in undoubtedly challenging on many levels. Firstly, there is the theoretical side of the research - the theory that underpins the research process was, at times, difficult to fully comprehend; the lengthy and in depth literature review taking me first in one direction and then another; the decision about the right methodology and research methods to use and then being able to defend them; and the process of collecting and analysing the data and draw meaningful conclusions from them. The understanding and mastery of these various theoretical aspects are all challenging in their own right. Second, there was the more practical side of the research – the writing of the thesis, putting into words everything that needed to be said, hopefully in such a way that it will be stimulating for others to read and trusting that, in the process, I have been able to produce some original and substantial contribution to knowledge.

The research and writing of a thesis requires a substantial amount of time. Whether it is the time to attend lectures, seminars and individual tutorials, to read the necessary books and journals, to think about and process new information, or just to actually type up the thesis, the amount of time a researcher needs to dedicate to this process cannot be underestimated. Finding quality time to devote to my studies was,

for me, the most difficult part of conducting this research. Full time employment, family commitments, an interest that takes me away from home for most weekends during the summer months and a number of personal matters along the way have all made demands on my time over the past seven years.

In the course of this research, the valuable support my family, friends, colleagues and other EdD students was greatly appreciated. In the early taught sections of the EdD course, attending lectures and seminars with students from different academic backgrounds was a highlight of the programme. In the later parts of the course, once the taught sections of the course had finished and the emphasis was on individual self-directed study, support from my supervisors and fellow researchers was gratefully received.

For me, the principal motivational force that kept me going on this long journey was the knowledge that one day the research would be completed – the literature would be read and reviewed, the data gathered and analysed, the conclusions drawn up, the dreaded viva a distant memory and the finished thesis bound and sitting proudly on a bookcase in the study and that, finally, this particular learning journey would have come to its end.

LIMITATIONS OF THE STUDY

It is accepted that this research has its limitations and it would be easy for criticism to be imposed upon it for this reason. The limitations of the study are firstly that the scale of the research was limited in that it was only carried out in one school. Secondly, the participants in the research were not divided into control groups in order to determine the impact of an alternative curriculum on those in a control group versus those pupils who did not take part in the Enrichment Programme. The third limitation concerns the time span of the study. The Programme ran for only two terms and, as such, it could be argued that a longer period would enable a more thorough analysis of academic and behavioural performance to be carried out.

The research could have also possibly been improved had alternative methods of data collection been used. In particular, it is my belief that more focus could have been given to the methods used to collect the qualitative data. Although it would have been more time consuming in terms of gathering and analysing the data, I think that using interviews, as opposed to questionnaires, to obtain the views of the pupils may have allowed the pupils' voice to have been heard more vociferously. In addition, the use of interviews may have given pupils the opportunity to draw the researcher's attention to issues of importance to the pupil that the researcher may not even have considered.

Another alternative strategy that could have been employed in this research was the use of focus groups. A focus group of pupils and staff could have been established

for the purpose of discussing the impact of the Enrichment Programme. It is also possible that parents could have been included in the focus group, in order that their views about the impact of the alternative curriculum had on their child could be heard. It would have been interesting to have discovered the extent to which the parents' perspective may have differed from that of their children.

The use of focus groups has some advantages over both interviews and questionnaires, in that they are easier and less expensive to conduct than interviews yet they have the potential to generate a greater quantity of useful data than the questionnaires. The disadvantage of using a focus group instead of the interviews is that participants may not have been willing to share their views in front of others. The disadvantage of using a focus group instead of a questionnaire is that the sample would have been smaller and may not have been representative of the population in general. Nevertheless, it is accepted that had alternative methods of gathering the qualitative data been used, then this may have improved both the quality and the depth of that data.

In spite of the limitations of this research, it is however expected that the research will contribute to existing knowledge by providing further documented evidence regarding the usefulness of alternative programmes in providing a new educational focus for children with BESD, for whom traditional curricula have clearly not worked.

BIBLIOGRAPHY

Abrams, F. (2004) **Inclusion is just an illusion.** London, TES (12th November 2004).

Ainley, P. (2000) Educational Research: A Reply to Professor Pring. **British Journal of Educational Studies** Vol. 48, No. 3, pp. 309-314.

Ainscow, M. (2007) Taking an inclusive turn. **Journal of Research in Special Educational Needs** Vol. 7, No. 1, pp. 3-7.

Armstrong, F., Armstrong, D. and Barton, L. (eds.) (2000) **Inclusive Education: Policy, Contexts and Comparative Perspectives.** London, David Fulton.

Audit Commission (1998) **Getting in on the Act: A Review of Progress on Special Educational Needs**. London, The Audit Commission.

Avard, P. and Upton, G. (1992) Curriculum Provision in Special Units for Children with Emotional and Behavioural Difficulties. **Therapeutic Care and Education** Vol. 1, No. 2. pp. 92-100.

Avis, J. (2003) Work-Based Knowledge, Evidence-Informed Practice and Education. **British Journal of Educational Studies** Vol. 51, No. 4, pp. 369-389.

Avramidis, E and Smith, B. (1999) An Introduction To The Major Research Paradigms And Their Methodological Implications For Special Needs Research. **Emotional and Behavioural Difficulties** Vol. 4, No. 3, pp. 27-36.

Ayers, H., Clarke, D. and Murray, A. (2000) **Perspectives on Behaviour: A Practical Guide to Effective Interventions for Teachers.** London, David Fulton Publishers.

Barker, J. A. (1992) **Paradigms**. New York, Harper Collins.

Beissel-Durrant, G. (2004) **A Typology of Research Methods within the Social Services National Centre for Research Methods (NCRM) and Southampton Statistical Sciences Research Institute (SRI).** NCRM Working Paper, November 2004.

Bell, J. (1987) **Doing Your Research Project: A Guide for First Time Researchers in Educational and Social Science**. Milton Keynes, Open University Press.

Bennathan, M. and Boxall, M. (1998) **The Boxall Profile: Handbook for Teachers.** Maidstone, Association of Workers for Children with Emotional and Behavioural Difficulties.

Bennett, N., Glatter, R and Levacic, R. (1994) **Improving Educational Management through Research and Consultancy**. Milton Keynes, The Open University.

Bennett, P. L. (2006) Helpful and Unhelpful Practices in Meeting the Needs of Pupils with Emotional and Behavioural Difficulties: A Pilot Survey of Staff Views in One Local Authority **British Journal of Special Education** Vol. 33, No. 4, pp. 188-195.

Bentley, T. (1997) **Learning to Belong.** Demos Vol. 12, pp. 44-46.

Berger, R. M. and Patchner, M. A. (1988) **Implementing the Research Plan.** Sage Human Services Guide No. 51.

Bettis, P. and Gregson, J. A. (2001) The Why of Research: Paradigmatic and Pragmatic Considerations in Farmer, E. I and Rojewski, J. W. **Research Pathways Writing Professional Papers, Theses and Dissertations in Workforce Education.** Lanhan, University Press of America.

Boniwell, I. (2012) Positive psychology in a nutshell: The science of happiness (3rd edition). London, PWBC.

Booth, T. (1983) In Booth, T. and Pots, P. (eds.) I**ntegrating Special Education.** Oxford, Blackwell.

Bowen, G. A. (2009) **Document Analysis as a Qualitative Research Method.** Qualitative Research Journal Vol. 9, No. 2, pp. 27-40.

Bridgeland, M. (1971) **Pioneer Work with Maladjusted Children**. London, Staples.

British Educational Research Association (2004) **Revised Ethical Guidelines for Educational Research**. Nottingham, BERA.

Brown, K. and Ryan, R. (2003) The benefits of being present: Mindfulness and its roles in psychological well-being. **Journal of Personality and Social Psychology** Vol. 84, pp. 822-848.

Brown, K.W. and Ryan, R.M. (2004). Fostering healthy self-regulation from within and without: A Self-Determination Theory perspective in Linley, P. A and Joseph, S. (eds.) **Positive psychology in practice** New York, Wiley.

Burrell, G. and Morgan, G. (1979) **Sociological Paradigms and Organizational Analysis.** Aldershot, Gower.

Charlton, T. (1985) Locus Of Control As A Therapeutic Strategy For Helping Children With Behaviour And Learning Problems. **Maladjustment and Therapeutic Education** Vol. 3, No. 1, pp. 26-32.

Chen Zhang, K. (2008) Square pegs into round holes? Meeting the educational needs of girls engaged in delinquent behaviour. **Emotional and Behavioural Difficulties** Vol. 13, No. 3, pp. 179-192.

Chenitz, W. (1986) Getting Started: The research proposal for a grounded theory study. in Chenitz, W. and Swanson, J. M. (eds.) (1986) **From practice to grounded theory: Qualitative research in nursing.** Menlo Park, CA, Addison-Wesley Publishing.

Clark, C. (2004) The Structure of Educational Research. **British Educational Research Journal** Vol. 31, No. 3, pp. 289-308.

Clark, C., Dyson, A., and Millward, A. (1998) Theorising Special Education: Time to Move on? in Clark, C., Dyson, A., and Millward, A. (eds.) **Theorising Special Education.** London, Routledge.

Clough, P. and Corbett, J. (2000) **Theories of Inclusive Education**. London, Paul Chapman.

Cohen, L., Manion, L. and Morrison, K. (2000) **Research Methods in Education. (5th edition)** Abingdon, Routledge Falmer.

Cole, T., Visser. J. and Upton, G. (1998) **Effective Schooling for Pupils with Emotional and Behavioural Difficulties.** London, David Fulton Publishers.

Cole, T., Daniels, H. and Visser, J. (1999) **Patterns of Educational Provision Maintained by Local Authorities for Pupils with Behavioural Problems**. Birmingham, University of Birmingham.

Connor, M. (1994) Emotional And Behavioural Disorders: Classification And Provision. **Therapeutic Care and Education** Vol. 3, No. 1, pp 4-18.

Cook, T. D. and Campbell, D. T. (1979) **Quasi-experimentation: Design & analysis issues from field settings.** Boston, MA, Houghton Mifflin Company.

Cooper, P. (1993) Improving the Behaviour and Academic Performance of Pupils through the Curriculum. **Therapeutic Care and Education** Vol. 2, No. 1, pp. 252 - 261.

Cooper, P. (2003) Including pupils with social, emotional and behavioural difficulties in mainstream schools. **Emotional and Behavioural Difficulties** Vol. 8, No. 1, pp.5-6.

Cooper, P. and Upton, G. (1990) An Ecosystemic Approach to Emotional and Behavioural Difficulties in Schools. **Educational Psychology: An International Journal of Experimental Educational Psychology** Vol. 10, No. 4, pp. 301-321

Corbett, J. (1998) 'Voice' In Emancipatory Research: Imaginative Listening in Clough, P. and Barton, L. (eds.) **Articulating with Difficulty: Research Voices in Special Education.** London, Paul Chapman.

Corbin, J. & Strauss, A. (2008). Basics of qualitative research: Techniques and procedures for developing grounded theory (3rd ed.). Thousand Oaks, CA: Sage.

Cronk, K. (1987) **Teacher-Pupil Conflict in Secondary Schools** Lewes, Falmer.

Crotty, M. (1998) **The Foundation of Social Research: Meaning and Perspective in the Research Process**. Thousand Oaks CA, Sage.

Csikszentmihalyi, M. and Rathunde, K. (1993). The measurement of flow in everyday life: Towards a theory of emergent motivation. In Jacobs, J. E.. **Developmental perspectives on motivation. Nebraska symposium on motivation**. Lincoln, University of Nebraska Press.

Culham, A. (2003) Including' permanently excluded students from pupil referral units in further education **Journal of Further and Higher Education**. Vol. 27, No. 4, pp.399-409.

Daniels, H., Visser, J., Cole, T. and de Reybekill, N. (1999) Emotional and Behavioural Difficulties in Mainstream Schools. **Research Report RR90**. London, DfEE.

Davidson, B. and Moxon, P. (1984) Curriculum Development within a Special School. **Maladjustment and Therapeutic Education** Vol. 2, No. 2, pp.58-66.

Deci, E. L., Koestner, R., & Ryan, R. M. (1999) A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. **Psychological Bulletin** No. 125, pp. 627-668.

Deci, E. L., Nezlek, J., and Sheinman, L. (1981). Characteristics of the rewarder and intrinsic motivation of the rewardee. **Journal of Personality and Social Psychology** No. 40, pp. 1-10.

Denscombe, M. (2007) **The Good Research Guide.** Maidenhead, Open University Press.

Department for Children, Schools and Families (2008a) **Back on Track - A strategy for modernising alternative provision for young people.** London, HMSO.

Department for Children, Schools and Families (2008b) **National Attendance Strategy**. London, HMSO.

Department for Children, Schools and Families (2008c) **The Education of Children and Young People with Behavioural, Emotional and Social Difficulties as a Special** Educational Need. London HMSO.

Department for Education (1994) **The Education of Children with Emotional and. Behavioural Difficulties**. Circular 9/94 London, DfE.

Department for Education (2010) **Statistic first release**. London, DfE.

Department for Education and Employment (1997) **Excellence for all Children Meeting Special Educational Needs**. London, DfEE.

Department for Education and Employment (1998) **Meeting Special Educational Needs – A programme of Action**. London, DfEE.

Department for Education and Employment (1999) **From exclusion to inclusion: Report of the Disability Task Force on Achieving Civil Rights for Disabled People.** London, DfEE.

Department for Education and Skills (2001) **Special Educational Needs Code of Practice**. London, DfES.

Department for Education and Skills (2002a) **Permanent exclusions from schools and exclusion appeals, England 2000/2001**. London, DfES.

Department for Education and Skills (2002b) **Power to Innovate: Guidance to Applicants.** London, DfES.

Department for Education and Skills (2002c) **Power to Innovate: Application for Order.** London, DfES.

Department for Education and Skills (2004a) **A National Conversation about Personalised Learning**. London, DfES.

Department for Education and Skills (2004b) **Learning about Personalisation: How can we put the learner at the heart of the education system?** London, DfES.

Department for Education and Skills (2004c) **Personalised Learning: Building a New Relationship with Schools.** London, DfES.

Department for Education and Skills (2004d) **Removing Barriers to Achievement**. London, DfES.

Department for Education and Skills (2004e) **Every Child Matters: Change for Children**. London, DfES.

Department of Education and Science (1978) **Report of the Committee of Enquiry into the Education of Handicapped Children and Young People (The Warnock Report).** London, HMSO.

Department of Education and Science (1987) **The National Curriculum - a consultation document.** London, HMSO**.**

Department of Education and Science (1981) **Education Act 1981.** London, HMSO.

Department of Education and Science (1988) **The Education Reform Act 1988.** London, HMSO.

Department of Education and Science (1989) **Discipline in Schools (The Elton Report).** London, HMSO.

Diener, E. and Crandall, R. (1978) **Ethics in social and behavioral research.** Chicago, University of Chicago Press.

Duindam, T. (1996) Experiential Learning for Problem Children **Journal of Adventure Education and Outdoor Leadership** Vol. 13, No. 2, pp.27–29.

Dweck, C. S. (2000) **Self-Theories. Their Role in Motivation, Personality and Development** New York, Taylor and Francis Group.

Dyson, A. (2001) Special Needs Education as the Way to Equity: An Alternative Approach? **Support for Learning** Vol. 16, No. 3, pp. 99-104.

Dyson, A. (2005) Philosophy, politics and economics? The story of inclusive education in England, in D. Mitchell (ed) **Contextualising Inclusive Education: Evaluating old and new international perspectives**. London, Routledge.

Easterby-Smith, M., Thorpe, R., and Lowe, A. (1994). The philosophy of research design. in Bennett, N., Glatter, R. and Levacic, P. (eds.) **Improving Educational Management through Research and Consultancy**. Milton Keynes, The Open University.

Farnham, M. and Mutrie, N. (1997) The Potential Benefits of Outdoor Development for Children with Special Needs **British Journal of Special Education** Vol. 24, No. 1, pp. 31–38.

Farrell, P T., Kalambouka, A., Dyson, D. and Kaplan, I. (2007) The impact of placing pupils with special educational needs in mainstream schools on the achievements of their peers. **Educational Research** Vol. 49, No. 4, pp. 365-382.

Fisher, C. D. (1978) The effects of personal control, competence, and extrinsic reward systems on intrinsic motivation **Organizational Behavior and Human Performance** Vol, 21, pp. 273-288.

Flavell, J.H. (1999) Cognitive development: Children's knowledge about the mind in Spence, J. T. (ed), **Annual Review of Psychology** Vol. 50, pp. 21–45. Palo Alto, CA, Annual Reviews, Inc.

Foster, P. (1996) **Observing Schools. A Methodological Guide**. London, Paul Chapman Publishing Ltd.

Fox, P. l and Avramidis, E. (2003) An evaluation of an outdoor education programme for students with emotional and behavioural difficulties. **Emotional and Behavioural Difficulties.** Vol. 8, No. 4, pp. 267-283.

Frederickson, N. and Cline, T. (2002) **Special Education Needs, Inclusion And Diversity**. Buckingham, Open University Press.

Glaser, B. (1978) **Theoretical sensitivity: Advances in the methodology of Grounded Theory**. Mill Valley California, The Sociology Press.

Goldstein, S. and Brooks, R. (2007) **Understanding and Managing Children's Classroom Behavior: Creating Sustainable, Resilient Classrooms.** New York: John Wiley & Sons.

Graham, Linda J. (ed.) (2010) **(De) Constructing ADHD Critical Guidance for Teachers and Teacher Educators.** Switzerland, Peter Lang.

Gray, P. and Panter, S. (2000) Exclusion or inclusion? A perspective on policy in England for pupils with emotional and behavioural difficulties **Support for Learning** Vol. 15, No. 1, pp. 4-7.

Greenbank, P. (2003) The Role of Values in Educational Research: the Case for Reflexivity **British Educational Research Journal** Vol. 29, No. 6, pp. 791-801.

Greenfield, P.M., Keller, H., Fuligni, A. and Maynard, A. (2003) **Cultural Pathways through Universal Development Annual Review Psychology** Vol. 54, pp. 461-490.

Griffen, W.H. (1981) **Evaluation of a Residential Therapeutic Camping Programme for Disturbed Children.** Pensacola, Florida West Florida University, Education Research and Development Centre.

Guba, E.G. (ed.) (1990) **The Paradigm Dialog**. London, Sage.

Guba, E. G. and Lincoln, Y. S. (1989). **Fourth generation evaluation**. Newbury Park, Sage.

Gurney, P. (1988) **Self-Esteem In Children With Special Educational Needs**. London, Routledge & Kegan Paul.

Hallam, S., Rogers, L. and Rhamie, J. (2010) Staff perceptions of the success of an alternative curriculum: Skill Force. **Emotional and Behavioural Difficulties** Vol. 15, No. 1, pp. 63-74.

Hammersley, M. (2004) Countering the 'New Orthodoxy' in Educational Research: a Response to Phil Hodkinson. **British Educational Research Journal** Vol. 31, No. 2, pp. 139-155.

Hart, R. (2010) Classroom behaviour management: educational psychologists' views on effective practice. **Emotional and Behavioural Difficulties** Vol. 15, No. 4, pp. 353-371

Harter, S. (1978). Effectance motivation reconsidered. **Human Development**, Vol. 21, pp. 34-64

Hibbett, A. and Fogelman, K. (1990a) Future lives of truants: Family formation and health related behaviour. **British Journal of Educational Psychology** Vol. 60, No. 2, pp. 171–179.

Hibbett, A. and Fogelman, K. (1990b) Occupational outcomes of truancy. **British Journal of Educational Psychology** Vol. 60, No.1, pp. 23–36.

Hitchcock, G. and Hughes, D. (1995) **Research and the Teacher (2nd edition).** London, Routledge.

Hobbs, T.R. and Radka, J.E. (1975) A Short Term Therapeutic Camping Programme for Emotionally Disturbed Adolescent Boys. **Adolescence** No. 10, pp. 447-455.

House, E. (1993) **Professional Evaluation.** Newbury Park, Sage Publications.

Howard, K. and Sharp, J. A. (1983) **The Management of a Student Research Project**. Aldershot, Gower.

Humphrey, J.C. (2000) Researching Disability Politics, Or, Some Problems with the Social Model in Practice. **Disability & Society** Vol. 15, No. 1, pp. 63-85.

Johnson, D. (1994) **Planning Small-Scale Research**. Milton Keynes, The Open University.

Johnson, F. A. (1993) **Dependency and Japanese socialization**. New York, NYU Press.

Johnson, R. B. and Onwuegbuzie, A.J. (2004) Mixed Methods Research: A Research Paradigm Whose Time Has Come. **Educational Researcher** Vol. 33, No.7, pp. 14-26.

Kaplan, I. (2007) **Justice And Education: Imag(in)ing Disability.** Manchester, Manchester University.

Kaplan, I. and Howes, A. (2004) "Seeing Through Different Eyes": Exploring the Value of Participative Research Using Images in Schools. **Cambridge Journal of Education** Vol. 34, No.2, pp. 143-155.

Kauffman, J.M. (2001) **Characteristics of Emotional and Behavioural Disorders of Children and Youth (7th edition).** Englewood Cliffs, NJ, Merrill Prentice Hall.

Kendall, S., Cullen, M. A., White, R. and Kinder, K. (2001) **The delivery of the curriculum to disengaged young people in Scotland.** Slough, NFER.

Koestner, R., Ryan, R.M., Bernieri, F. and Holt, K. (1984) Setting limits on children's behavior: The differential effects of controlling versus informational styles on intrinsic motivation and creativity **Journal of Personality** No. 52, pp. 233–248.

Lane, B. J., Bonic, C. and Wallgren-Bonic, N. (1983) The Group Walk-Talk: A Therapeutic Challenge for Secondary Students with Social/Emotional Problems. **Teaching Exceptional Children** Vol. 16, No. 1, pp.12–17.

Larson, R. W. (2000) Towards a psychology of positive youth development. **American Psychologist** Vol.55, pp. 170-183.

Laslett, R. (1977) **Educating Maladjusted Children**. London, Crosby Lockwood.

Laslett, R. (1983) **Changing Perceptions of Maladjusted Children 1945-1981.** London, AWMC.

Laslett, R. (1998) The David Willis Lecture 1997: Respecting the past and regarding the present. **Emotional and Behavioural Difficulties** Vol. 3, No. 1, pp. 5-11.

Lather, P. (2004) Scientific Research in Education: a Critical Perspective. **British Educational Research Journal** Vol. 30, No. 6, pp. 759-772.

Leedy, P. D. and Ormrod, J. E. (2001) **Practical research: Planning and design (7th edition).** Upper Saddle River, NJ, Merill/Prentice Hall.

Leney, F. (2008) **Caught between Sats and SEN statements**. London, TES (11th July 2008).

Lewis, A, Parsons, S. and Robertson, C. (2006) **My School, My Family, and My Life: Telling It like It Is.** London, Disability Rights Commission.

Lewis, J. (1999) Research Into The Concept Of Resilience As A Basis For The Curriculum For Children With EBD. **Emotional and Behavioural Difficulties** Vol. 4, No. 2, pp. 1-22.

Lingard, B. and Mills, M. (2007) Pedagogies making a difference: issues of social justice and inclusion. **International Journal of Inclusive Education** Vol. 11, No. 3, pp. 233-244.

Lucietto, S. (ed) (2003) **Children as Learning Citizens: A European project. A Report on good pedagogical practice for learners' success at school.** Provincia Autonomia di Trento, Iprase del Trentino.

Lund, R. (1992) Towards the Establishment of a Curriculum Model for Working with Children with Emotional and Behavioural Difficulties. **Therapeutic Care and Education** Vol. 1, No. 2. pp. 83-91.

MacLean, M. S. and Mohr, M. M. (1999). Teacher-Researchers at Work. Berkeley, CA: National Writing Project,

MacLeod, G. and Munn, P (2004) Social, emotional and behavioural difficulties: A different kind of special educational need? **Scottish Educational Review Journal** Vol. 36, No. 2, pp. 169-176.

Marchant, S, L. (1995) The Essential Curriculum for Pupils Exhibiting Emotional and Behavioural Difficulties. **Therapeutic Care and Education** Vol. 4, No. 2, pp. 36-47.

Maslow, A.H. (1943). **A theory of human motivation Psychological Review Vol. 50, No. 4, pp.370–96.** Retrieved from http://psychclassics.yorku.ca/Maslow/motivation.htm.

McNamara, S. and Moreton, G. (2001) **Changing Behaviour.** London, David Fulton.

Merton, B. (1997) **Finding the Missing: action research into disaffection and the non-participation of young adults in education, training and employment in three areas of England and Wales.** Leicester, Youth Work Press.

Metcalf, R. in Visser, J., Daniels, H. and Cole, T. (eds.) (2012) **International Perspectives on Inclusive Education Vol. 2 Transforming Troubled Lives: Strategies and Interventions for Children with Social, Emotional and Behavioural Difficulties.** Bingley, Emerald Group Publishing.

Ministry of Education (1953) **School Health Service and Handicapped Pupils' Regulations, SI 1156**. London, HMSO

Mischel, W., Shoda, Y., and Rodriguez, M.L. (1989) Delay of gratification in children. **Science** Vol. 244, No. 4907, pp. 933-938.

Molnar, A. and Lindquist, B. (1989) **Changing Problem Behavior in Schools** San Francisco, CA, Jossey Bass.

Moon, P. in Visser, J., Daniels, H. and Cole, T. (eds.) (2012) **International Perspectives on Inclusive Education Vol. 2 Transforming Troubled Lives: Strategies and Interventions for Children with Social, Emotional and Behavioural Difficulties**. Bingley, Emerald Group Publishing.

Morgan, D. L. Paradigms Lost and Pragmatism Regained: Methodological Implications of Combining Qualitative and Quantitative Methods. **Journal of Mixed Methods Research** Vol.1, No. 1, pp. 48-76.

Mortimore, M. (2000) Does Educational Research Matter? **British Educational Research Journal** Vol. 26, No. 1, pp. 5 -24.

Murray, H. A. (1938) **Explorations in personality** New York, Oxford University Press

Neff, P. (1973) **Better Tomorrows.** Dallas, Texas Girl's Adventure Trails, Inc.

Newby, M. and Fisher, D.L. (1997) An instrument for assessing the learning environment of a computer laboratory. **Journal of Educational Computing Research** No. 16, pp.179-190.

Niemiec, C and Ryan, R.M. (2009) Autonomy, competence and relatedness in the classroom Applying self-determination theory to educational practice **Theory and Research in Education** Vol. 7, No. 2, pp**.** 133–144

Nix, G., Ryan, R. M., Manly, J. B., and Deci, E. L. (1999) Revitalization through self-regulation: The effects of autonomous and controlled motivation on happiness and vitality. **Journal of Experimental Social Psychology**, Vol. 35, pp. 266-284.

O'Donnell, L., Morris, M. and Wilson, R. (2006) **Education outside the Classroom, Assessment of activity and practice in schools and local authorities.** London, DfES publications.

O'Hanlon, C. and Thomas, G. (eds.) (2004) Series Editor's preface in Skidmore, D. (2004) **Inclusion: The Dynamic of School Development**. Maidenhead, Open University Press.

Oakley, A. (2002) Social Science and Evidence-Based Everything: The Case of Education. **Educational Review** Vol. 54, No. 3, pp. 277 – 286.

Ofsted (1999) **Principles into Practice: Effective Education for Pupils with Emotional and Behavioural Difficulties.** London, Ofsted.

Ofsted (2004) **Special Educational Needs and Disability Towards Inclusive Schools.** London, HMSO.

Onwuegbuzie, A. J. (2000) **Positivists, Post-Positivists, Post-Structuralists and Post-Modernists: Why can't we all get along?** Towards a Framework for Unifying Research Paradigms Paper presented at the Annual Meeting of the Association for the Advancement of Educational Research. Ponte Vedra FL, November 28, 2000.

Orr, R. (1995) A prescription for failure **Special Children**, September 24-25

Osler, A., Watling, R., Busher, H., Cole, E. and White, A. **Reasons for Exclusion from school. Research Brief 244**. Nottingham, DfEE.

Parsons, C. (1998) The Cost of School Exclusions in N. Donovan (ed.) **Second Chances.** London, New Policy Institute.

Pavey, S. and Visser, J. (2003) Primary exclusions: are they rising? **British Journal of Special Education** Vol. 30, No. 4, pp.180-186.

Pawson, R. and Boaz, A. (2003) **Evidence-Based Policy, Theory-Based Synthesis, Practice Based Reviews**. Manchester, CCSR.

Peterson, C. (2000) The future of optimism **American Psychologists** Vol. 55, pp. 44-55.

Popper, K. (1959) **The Logic of Scientific Discovery**. London, Hutchinson.

Porter, L. (2000) **Behaviour in Schools**. Milton Keynes, Open University Press.

Pring, R. (2000) Editorial: Educational Research **British Journal of Educational Studies** Vol. 48, No. 1, pp. 1-10.

Qualification and Curriculum Authority (1999) **The National Curriculum**. London QCA.

Qualification and Curriculum Authority (2004) **Designing a personalised curriculum for alternative provision at Key Stage 4**. Suffolk, QCA.

Rayner, S. (1987) Curriculum Evaluation and Residential Special Education for Children with Emotional and Behavioural Disorders. **Maladjustment and Therapeutic Education** Vol. 5, No. 3, pp.17-24.

Rayner, S. (1998) Educating Pupils With Emotional and Behaviour Difficulties: Pedagogy Is the Key! **Emotional and Behavioural Difficulties** Vol. 3, No. 2, pp. 39 - 47.

Rayner, S. (2007) A teaching elixir, learning chimera or just fool's gold. Do learning styles matter? **Support for Learning** Vol. 22, No. 1, pp. 24-31.

Reid, D. K. and Knight, M. G. (2006) Disability Justifies Exclusion Of Minority Students: A Critical History Grounded In Disability Studies. **Educational Researcher** Vol. 35, No. 6, pp. 18-23.

Riddell, S., Brown, S. and Duffield, J. (1995) The Ethics of Policy-Focused Research in Special Educational Needs in Clough, P. and Barton, L. **Making Difficulties: Research and the construction of SEN.** London, Paul Chapman Publishing.

Rigothi, A. (1974) **A Residential School's Outdoor Education Programme for Emotionally Handicapped Adolescents: Final Project Report of the Rhinecliff Union Free School District Holy Cross Campus.** Plattsburgh, NY, Rhinecliff Union Free School District.

Robertson, C. (2001) **The Social Model Of Disability And Rough Ground Of Inclusive Education. Enabling Inclusion: Blue Skies, Dark Clouds?** Norwich, T O Brien.

Rodway, S. (1993) Children's Rights: Children's Needs. Is There a Conflict? The 1993 David Wills Lecture. **Therapeutic Care** Vol. 2, No. 2, pp.375 –91.

Ryan, R.M. and Brown, K.W. (2005) Legislating competence: High-stakes testing policies and their relations with psychological theories and research in Elliot, A.J. and Dweck, C.S. (eds) **Handbook of Competence and Motivation** New York, Guilford Publications.

Ryan, R.M. and Deci, E.L. (2000) Self-determination theory and the facilitation of intrinsic motivation, social development and well-being. **American Psychologist** Vol.55, pp. 68-78.

Ryan, R. M., Deci, E. L., and Grolnick, W. S. (1995) Autonomy, relatedness, and the self: Their relation to development and psychopathology in Cicchetti, D. and Cohen, D. J. (eds.) **Developmental psychopathology: Theory and methods** New York, Wiley.

Sachs, J.J. and Miller, S.R. (1992) The Impact of a Wilderness Experience on the Social Interactions and Social Expectations of Behaviorally Disordered Adolescents **Behavioral Disorders** Vol.17, No. 2, pp.89-98.

Sattin, R. (1999) Effective EBD Schooling – A View from the Inside. **Emotional and Behavioural Difficulties** Vol. 4, No. 3, pp. 10-13.

Scott, D. and Usher, R. (1996) **Understanding Education Research**. London, Routledge.

SEBDA (2006) **Definitions - SEBD and its overlap with disruptive and anti-social behaviour, mental health difficulties and ADHD.** Penrith SEBDA.

Sechrest, L. and Sidana, S. Quantitative and qualitative methods: Is there an alternative? **Evaluation and Programme Planning** Vol.18, pp. 77-78.

Seligman, M.E.P. and Csikszentmihalyi, M. (2000) Positive Psychology An Introduction. **American Psychologist** Vol. 55, pp. 5-14

Shakespeare, T. (2006) **Disability Rights and Wrongs**. London, Routledge.

Sheldon, K. M., Ryan, R. M., Rawsthorne, L., and Ilardi, B. (1997) Trait self and true self: Cross-role variation in the Big Five traits and its relations with authenticity and subjective well-being **Journal of Personality and Social Psychology** Vol. 73, pp. 1380-1393.

Skidmore, D. (2004) **Inclusion: The Dynamic of School Development.** Maidenhead, Open University Press.

Slee, R. (2000) Social Justice and the Changing Directions in Educational Research: The Case of Inclusive Education International **Journal of Inclusive Education** Vol. 5, No. 2/3, pp. 167-177.

Smith, A. F. M. (1996) Mad Cows and Ecstasy: Chance and Choice in an Evidence-Based Society Journal of the Royal Statistical Society. Series A **Statistics in Society** Vol. 159, No. 3, pp. 367-383.

Smith, F. (1998) **The Book of Learning and Forgetting**. New York, Teachers College Press.

Soles, T., Bloom, E., Heath, N. and Karagiannakis, A. (2008) An exploration of teachers' current perceptions of children with emotional and behavioural difficulties. **Emotional and Behavioural Difficulties** Vol.13, No 4, pp. 275-290.

Solomon, Y. and Rogers, C. (2001) Motivational Patterns in Disaffected School Students: insights from pupil referral unit clients. **British Educational Research Journal** Vol. 37, No. 3, pp. 331-345.

Stone, E. and Priestley, M. (1996) Parasites, Pawns and Partners: Disability Research and the Role of Non-Disabled Researchers **British Journal of Sociology** Vol. 47, No. 4, pp. 699-716.

Strauss, A. and Corbin, J. (1990) **Basics of Qualitative Research Techniques and Procedures for Developing Grounded Theory (2nd edition).** London, Sage Publications.

Stubbs, S. (2002) **Inclusive Education Where There are Few Resources**. Oslo, The Atlas Alliance.

Thomas, G. (2002) Disability Theory: Key Ideas, Issues and Thinkers in Barnes, C. Oliver, M. and Barton, L. **Disability Studies Today**. London, Polity Press.

Thomas, G. and Cremin, H. (2007) Inclusive Education For The Twenty-First Century: Histories Of Help, Hopes For Respect in Thomas G and Loxely, A. **Deconstructing Special Education and Constructing Inclusion.** Buckingham, Open University Press.

Thomas, G. and Glenny, G. (2002) Thinking about Inclusion. Whose reason? What evidence? **International Journal of Inclusive Education** Vol. 6, No.4, pp. 345-369.

Thomas, G. and Vaughan, M. (2004) **Inclusive Education: Readings and Reflections**. Maidenhead, Open University Press.

Tomlinson, S. (1982) **A Sociology of Special Education**. London, Routledge and Kegan Paul.

Topping, K. J. (1983) **Educational Systems for Disruptive Adolescents**. London, Croon Helm.

Trafford, V. N. and Lesham, S. (2002) Starting at the end to undertake doctoral research: predictable questions as stepping stones **Higher Education Review** Vol. 34, No. 1, pp. 31-49.

UNESCO (1994) **The Salamanca Statement and Framework for Action of Special Needs Education**. Salamanca, UNESCO.

Usher, R. (1996) A critique of the neglected epistemological assumptions of education research in Scott, D. and Usher, R. **Understanding Educational Research**. London, Routledge.

Vallerand, R. J., and Reid, G. (1984). On the causal effects of perceived competence on intrinsic motivation: A test of cognitive evaluation theory **Journal of Sport Psychology** Vol 6, pp. 94-102.

Villa, R. A. and Thousand, J. S. (1992) Restructuring Public School Systems: Strategies for Organizational Change and Progress in Villa, R.A., Thousand, J. S., Stainback, W. and Stainback, S. (eds.) Restructuring **for Caring and Effective Education: An administrative Guide to Creating Heterogeneous Schools**. Baltimore, Paul H Brookes.

Visser, J. (2002) The David Wills Lecture 2001. Eternal Verities: the strongest links. **Emotional and Behavioural Difficulties** AWCEBD London, Sage Publications.

Visser, J., Daniels, H. and Cole, T. (eds.) (2012) **International Perspectives on Inclusive Education Vol. 2 Transforming Troubled Lives: Strategies and Interventions for Children with Social, Emotional and Behavioural Difficulties**. Bingley, Emerald Group Publishing.

Vulliamy, G. and Webb, R. (2000) Stemming the Tide of School Exclusions: Problems and Possibilities. **British Journal of Educational Studies** Vol. 48, No. 2, pp.119–33.

Wallace, M. (2001) Really Good Ideas? Developing Evidence-Informed Policy and Practice in Educational Leadership and Management: A 'Rejoinder' to Rosalind Levacic and Ron Glatter **Educational Management Administration Leadership** Vol. 29, No. 1, pp. 5-25.

Whelan, R. J. and Kauffman, J. M. (1999) **Educating students with emotional and behavioural disorders: Historical perspectives and future directions**. Reston, VA, Council for Children with Behavioral Difficulties.

Wills, D. (1971a) Obituary for Marjorie Ellen Franklin. **Journal of the Association of Workers for Maladjusted Education** Vol. 3, No. 2, pp. 93–94.

Wills, D. (1971b) **Spare the Child**. Harmondsworth, Penguin.

Wilson, M. (1984) Why Don't They Learn? : Some Thoughts on the Relationship between Maladjustment and Learning Difficulties. **Maladjustment and Therapeutic Education** Vol.2, No. 2, pp.4-11.

Wilson, M. and Evans, M. (1980) **Education of Disturbed Pupils. Vol. 65 Schools council working paper** . Portsmouth, Heinemann Educational.

APPENDICES

Appendix 1 - Pupils on roll at the school

Key Stage	Number on Roll Sept 2006
One	0
Two	12
Three	21
Four	15
Total	48

Of the above pupils

- Three pupils are dual registered, which means they were also on the roll of local mainstream schools.
- Three pupils were on a 'home package' which meant they were provided with schoolwork to do at home which was then returned to school for marking.
- One additional pupil was registered at a local mainstream secondary school but attended the special school for one day per week.

Appendix 2 - Staff at the school

	Number of Staff
Primary Teaching Staff	3
Primary Teaching Assistants	3
Primary Inclusion Staff	1
Primary Non-Teaching Staff	3
Secondary Site Teachers (including Head)	8
Secondary Site Teaching Assistants	6
Secondary Site Inclusion Staff	7
Secondary Site Non-Teaching Staff	7
Total Staff	38

Appendix 3 - Special educational needs matrix

Special Educational Needs																
	Autistic / Aspergers	ADHD	Asthma	Severe Anger Issues	Mental Health	Anxiety	Bowel Problems / Bed Wetting	Dyslexia	Speech and Language	Learning Difficulties	Sleeping Difficulties	OCD	Epilepsy	Matrix Category 2005 - 2006	Matrix Category 2006 - 2007	Matrix Category - 2007 - 2008
1	N	N												B2	B2	B2
2	Y	N		Y								Y		B2	B2	B2
3	N	Y	Y	Y	Y					Y				B2	A2	B2
4	N	N				Y	Y							B1	A1	A2
5	N	N	Y											B2	A1	A1
6	N	N			Y									B2	A2	A1
7	N	Y		Y						Y				B2	B2	B2
8	N	N		Y										A2	A2	B2
9	N	N								Y				B2	A1	A2
10	N	Y								Y				B2	A3	A2
11	Y	Y	Y						Y			Y		B3	B2	B2
12	Y	Y		Y		Y			Y				Y	B3	B2	B2
13	Y	Y												B1	A2	A2
14	N	Y												B3	B3	A2
15	N	N												A2	A1	A1
16	N	Y		Y	Y							Y		B3	B1	B2
17	N	Y	Y	Y						Y				B3	B2	B2
18	N	Y												B2	A3	A2
19	N	N												B2	B2	B2
20	N	Y		Y	Y					Y				B2	A3	A2
21	N	N			Y									B1	A2	A2
22	N	Y	Y					Y						B2	A2	A2
23	N	N						Y						B3	A1	A2
24	N	N												B2	A1	A1
25	N	Y								Y				B2	A3	A2
26	N	N									Y			B2	B1	B2
27	N	N												A1	A1	A2

Appendix 4 - Individual Learning Plan

INDIVIDUAL LEARNING PLAN			
Name	Year	DOB:	School Start Date
Main Target Areas			

Strengths	Areas for Development

Pupil's Learning Needs (according to pupil):
Parent's Comments:
Health / Medical Considerations:

Appendix 5 - Suggested Enrichment Activities - Staff responses

Be Healthy	Stay Safe	Enjoy and Achieve	Make a Positive Contribution	Achieve Economic Well-Being
Aerobics	Alcohol Awareness	Alternative Therapy	Anger Management	Careers
Badminton	Drugs Education	Animal Husbandry	Communication Skills	ICT
Basketball	First Aid	Art	Counselling	Interview Skills
Birmingham Wheels	Sex Education	Astronomy	Eating Disorders	Literacy
Canoeing	Smoking Cessation	Batik	Independent Living Skills	NACRO
Cooking		Beauty Therapy	Life Skills	Nova Training
Cycling		Board Games	Mental Health Issues	Numeracy
Duke of Edinburgh		Boat Building	Mentoring	Touch Typing
Football		Ceramics	Parenting Skills	Work Experience
Gardening		Cycle Maintenance	Recycling	
Line Dancing		Darts	Self Esteem Building	
Netball		DIY	Social Skills	
Rock Climbing		DJ Skills	Work Related Learning	
Sailing		Driving	Work with Elderly	
Salsa Dancing		Drums		
Skating		Farming		
Squash		Guitar		
Swimming		Hairdressing		
Sport Leadership		Handwriting		
Tennis		Herpetology		
Walking		Knitting		
Woodlands Camp		Massage		
		Mechanics		
		Meditation		
		Music		
		Painting & Decorating		
		Photography		
		Radio		
		Reading		
		Relaxation		
		School Newspaper		
		Sculpture		
		Sewing		
		Sudoku		
		Steel Pans		
		Textiles		
		Yoga		

Appendix 6 - Suggested Enrichment Activities - Pupil responses

Be Healthy	Stay Safe	Enjoy and Achieve	Make a Positive Contribution	Achieve Economic Well-Being
Badminton		Angling	Dogs Home	
Basketball		Art		
Bowling		Bricklaying		
Cooking		Car Mechanics		
Cycling		Card Games		
Football		Computer Games		
Gardening		Computer Programming		
Go-Karting		Circuits		
Gym - Fitness		DJ Skills		
Gym - Gymnastics		Drama		
Jogging		Drums		
Quad-Bikes		Electronics		
Rock Climbing		Gardening		
Scrambling		Guitar		
Scuba Diving		Hairdressing		
Swimming		Highway Code		
Trampolining		Model Making		
Walking		Motor biking		
Wrestling		Painting & Decorating		
		Rock Group		
		Radio-Control Cars		
		Sewing		
		Textiles		
		Trips outs		
		Video Production		
		Watching TV		
		Work with Animals		

Appendix 7 - Enrichment activities offered to pupils – Sept 06 – Oct 06

	ENRICHMENT PROGRAMME OPTIONS September 2006 – October 2006	Mark Choice 1 / 2 / 3
	MONDAY	
7/8/9	PE – Gymnastics, Trampolining, Volleyball and Badminton	
7/8/9	Steel Pans / Keyboard - Learn to play the steel pans and keyboard	
7/8/9	Art - Variety of creative activities including drawing, painting, printing, glass painting	
7/8/9	Town Visit - Travelling by bus and train to local towns	
7/8/9	Reading - Individual Reading Programme	
10	Design Technology / ICT (exam course)	
	TUESDAY	
7/8/9	Cooking - Preparation of a range of foods from around the world.	
7/8/9	Drama - Develop drama techniques to explore in role a variety of situations	
7/8/9	Quizzes / board games - Take part in quizzes and board games in teams	
7/8/9	Snow Boarding - Visit to Ackers centre to the Dry Ski Slope	
7/8/9	Reading - Individual Reading Programme	
10	PE	
	WEDNESDAY	
7/8/9/10	Archery - Using a bow and arrow to hit a target	
7/8/9/10	Ceramics - Working with clay to produce 3D works of art	
7/8/9/10	Guitar - Learn basic rock guitar techniques	
7/8/9/10	Craft - Designing and making items of your choice from wood, metal or plastic.	
7/8/9/10	Textiles - Designing and making a bean bag	
7/8/9/10	Reading - Individual Reading Programme	
	THURSDAY	
7/8/9/10	Orienteering - Developing map and compass work to find your way around	
7/8/9/10	Batik - Using warm wax and paint to make wall hangings	
7/8/9/10	Skating - Learn to skate on ice with a professional teacher	
7/8/9/10	Local History - Explore the local area and gain an insight into local history	
7/8/9/10	Water Sports - Learn how to canoe, sail a dinghy and windsurf	
7/8/9/10	Reading - Individual Reading Programme	
	FRIDAY	
7/8/9/10	Film Studies - Watching, analysing and discussing a wide range of films	
7/8/9/10	DJ Skills - Learn how to use the mixing desk and become a DJ	
7/8/9/10	PC Club - Catch up on ICT coursework and help to write to school newsletter	
7/8/9/10	Cooking - Preparation of a range of foods from around the world.	
7/8/9/10	Cycling - Ride a mountain bike in the local area	
7/8/9/10	Gardening - Improve your gardening skills in preparation for the world of work	
7/8/9/10	Reading - Individual Reading Programme	

Appendix 8 - Enrichment activities chosen by pupils – Sept 06 – Oct 06

PUPIL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
MONDAY																											
Art					2			2						1						2	1						
DT / ICT																											
PE		1		1									1			2									1		
Reading																								1			
Steel Pans	2							2							2		3										
Town Visits			1							1	1	1															
TUESDAY																											
Cooking											1	3		2			2										
Drama																											
PE																											
Quizzes	2		2				2	2												2							
Reading				2						2																	
Snowboarding		1			3								1		1	1					1						
WEDNESDAY																											
Archery	1		1		1		2			1		1			1	1				2	1	1					1
Craft																							1		2		
Guitar													2											2		1	
Ceramics																											
Reading		2						3																			
Textiles				3							1			1			2										
THURSDAY																											
Batik										3	1					3					2						
Local History																											
Orienteering			3		3		2								2					2				3	3		
Reading				2																							
Skating																							1			1	
Water Sports	2	2						3				2	1	1			1					1					1
FRIDAY																											
Cooking							2													2							1
Cycling										2				2	2		2				1						
DJ																								1	1		
Film Studies				1								1	3			3							1				
Gardening																						1					
PC Club	1				1			2			1															1	
Reading		2	3																								

Key	Examination Class

Appendix 9 - Example of an outline Scheme of Work

Activity : Cookery	Staff :	Day :
Activity Description : Learning how to cook a range of dishes following the Sainsbury 'Taste of Success' scheme		
Objective : To enable pupils to gain an awareness of the basics of cooking and learn how to cook a range of dishes.		
Resources Needed: Cookery room, food ingredients	Cost of Activity:	
Evaluation of Activity:		

Week	Title	Activity
1 05/09/06	Introduction	Explanations of course and presentation of tasks to be completed.
2 12/09/06	Super Shake	Design and make a milk based drink or smoothie.
3 19/09/06	Tea Time Treat	Design and make a batch of savoury scones.
4 26/09/06	Region Food	Plan, prepare and cook a recipe that reflects a regional area from UK
5 03/10/06	Toasties	Plan, prepare and cook a range of toasted sandwiches
6 10/10/06	Soup	Design and make a new soup that encourages people to eat vegetables that are more seasonal.
7 17/10/06	Catch up week	Completion of portfolio of dishes

Appendix 10 - Enrichment Programme report

ENRICHMENT PROGRAMME REPORT
Name _____ Dates _____
Monday
Steel Pans and electronic keyboard x has extended his understanding of notation. He is able to explain and demonstrate his work to others. He enjoys participating in the group pieces.
Tuesday
Drama x enjoys drama and his skills are improving weekly, as is his confidence. He has learnt to mime and improvise this term.
Wednesday
Skiing x has learnt to snowplough and controls his speed in turns. He is aware of safety precautions to take when skiing. He enjoys this activity as he gains in confidence
Thursday
Town Visit x has increased his knowledge of using public transport by travelling to different towns. x has shown interest in each of the towns visited and has shown consideration to fellow travellers and the public.
Friday
Reading x has participated in the reading programme. He has increased in confidence of reading aloud to an audience and has improved his comprehension of written texts.

Appendix 11 - Enrichment Programme record

ENRICHMENT PROGRAMME RECORD	
Name _____	
Autumn 1	Autumn 2
Spring 1	Spring 2

Appendix 12 - Participation in the Enrichment Programme

Pupil	Year (start of Programme)	Sept 06 – Oct 06	Oct 06 – Dec 06	Jan 07 – Feb 07	Feb 07 – Mar 07
1	7				
2	7				
3	7				
4	7				
5	8				
6	8	Not on roll			
7	8				
8	8				
9	8	Not on roll	Not on roll	Not on roll	
10	8				
11	8				
12	8		Not on roll		
13	9				
14	9				
15	9				
16	9				
17	9				
18	9	Not on roll			
19	9	Not on roll	Not on roll		
20	9				
21	9				
22	10				
23	10				
24	10				
25	10				
26	10				
27	10				
	Total	23	23	26	27

Appendix 13 - Data collection dates

The Before Period

The dates of the four half terms before the Enrichment Programme were

1. w/c 2nd January 2006 – w/c 6th February 2006
2. w/c 20th February 2006 – w/c 3rd April 2006
3. w/c 24th April 2006 – w/c 22nd May 2006
4. w/c 5th June 2006 – w/c 17th July 2006

The Enrichment Programme Period

The dates of the four half terms of the Programme were

1. w/c 4th September 2006 – w/c 16th October 2006
2. w/c 30th October 2006 – w/c 18th December 2006
3. w/c 1st January 2007 – w/c 5th February 2007
4. w/c 19th February 2007 – w/c 26th March 2007

The After Period

The dates of the four half terms after the Programme were:

1. w/c 16th April 2007 – w/c 21st May 2007
2. w/c 2ndJune 2007 – w/c 16th July 2007
3. w/c 3rd September 2007 – w/c 15th October 2007
4. w/c 29th October 2007 – w/c 17th December 2007

Appendix 14 - Points sheet

Name Week Beg	Breakfast / Registration	Lesson1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Total
Monday								
Punctuality								
Stay in class								
Attitude								
On task								
Tuesday								
Punctuality								
Stay in class								
Attitude								
On task								
Wednesday								
Punctuality								
Stay in class								
Attitude								
On task								
Thursday								
Punctuality								
Stay in class								
Attitude								
On task								
Friday								
Punctuality								
Stay in class								
Attitude								
On task								
WEEKLY TOTAL								

Appendix 15 - Behaviour monitoring – in class points

	PERCENTAGE SUCCESS IN CLASS - SPRING 2005-2006														
	02 January 2006	09 January 2006	16 January 2006	23 January 2006	30 January 2006	06 February 2006	20 February 2006	27 February 2006	06 March 2006	13 March 2006	20 March 2006	27 March 2006	03 April 2006	SPRING POINTS	Average Success in class
1															
2															
3															
4															
Y7 Average															
5	82	71	0	18	62	48	54	19	53	96	54	91	64	712	55
6															
7	90	47	75	64	95	54	13	34	32	48	70	83	92	797	61
8	84	90	41	72	22	0	73	73	60	52	80	43	83	772	59
9															
10	63	8	31	23	22	5	15	7	4	11	15	14	7	225	17
11															
12															
Y8 Average	80	54	37	44	50	27	39	33	37	52	55	58	61	627	48
13	78	51	87	77	89	95	16	64	68	59	68	59	54	865	67
14	0	33	0	67	20	60	52	60	55	43	56	53	64	562	43
15	47	94	89	81	84	72	88	55	94	95	89	94	91	1073	83
16	15	51	16	74	16	13	19	70	12	86	55	42	24	493	38
17	56	26	58	52	70	12	19	19	25	26	24	27	29	443	34
18															
19															
20															
21															
Y9 Average	39	51	50	70	56	50	39	54	51	62	58	55	52	687	53
22	76	53	0	48	88	95	96	84	78	91	79	64	82	932	72
23	87	67	0	91	92	77	75	84	79	43	76	78	90	939	72
24	82	94	0	5	5	9	51	51	8	51	48	48	0	452	35
25	38	35	0	45	15	46	16	18	19	19	13	19	0	282	22
26	67	13	0	52	46	16	16	16	16	13	18	13	0	285	22
27	89	11	0	68	56	89	79	83	64	30	73	62	71	775	60
Y10 Average	73	45	0	51	50	55	56	56	44	41	51	47	40	611	47
Overall average	64	50	43	55	52	44	44	48	44	52	55	53	51	642	49

	PERCENTAGE SUCCESS IN CLASS - SUMMER 2005-2006													
	24 April 2006	01 May 2006	08 May 2006	15 May 2006	22 May 2006	05 June 2006	12 June 2006	19 June 2006	26 June 2006	03 July 2006	10 July 2006	17 July 2006	SUMMER POINTS	Average Success in class
1														
2														
3														
4														
Y7 Average														
5	85	64	78	90	66	0	86	74	87	87	86	67	870	73
6														
7	61	64	52	46	49	46	70	81	56	16	17	19	577	48
8	66	81	63	99	53	0	75	0	73	76	80	55	719	60
9														
10	8	29	7	16	46	18	19	13	17	19	10	4	206	17
11														
12														
Y8 Average	55	60	50	63	53	16	63	42	58	50	48	36	593	49
13	67	18	89	74	71	13	18	78	97	51	16	13	605	50
14	64	86	55	42	41	15	34	32	24	25	49	38	504	42
15	90	71	83	90	91	98	92	67	88	86	81	70	1008	84
16	15	34	39	7	39	16	19	17	52	64	42	13	357	30
17	16	29	19	18	19	51	26	15	17	34	13	42	299	25
18														
19														
20														
21	86	77	77	73	78	0	91	77	32	41	21	54	708	59
Y9 Average	56	52	60	51	57	32	47	48	52	50	37	38	580	48
22	79	68	82	79	70	0	59	54	0	0	0	41	532	44
23	81	72	69	66	62	0	72	53	28	58	34	49	643	54
24	18	0	81	14	0	0	15	54	0	0	0	15	198	16
25	54	21	61	30	15	0	16	65	22	46	15	29	374	31
26	16	26	17	19	18	0	0	19	16	13	13	0	157	13
27	72	76	70	92	23	0	54	49	82	44	66	52	680	57
Y10 Average	53	44	63	50	31	0	36	49	25	27	21	31	431	36
Overall average	55	52	58	55	47	24	48	46	45	42	35	35	535	45

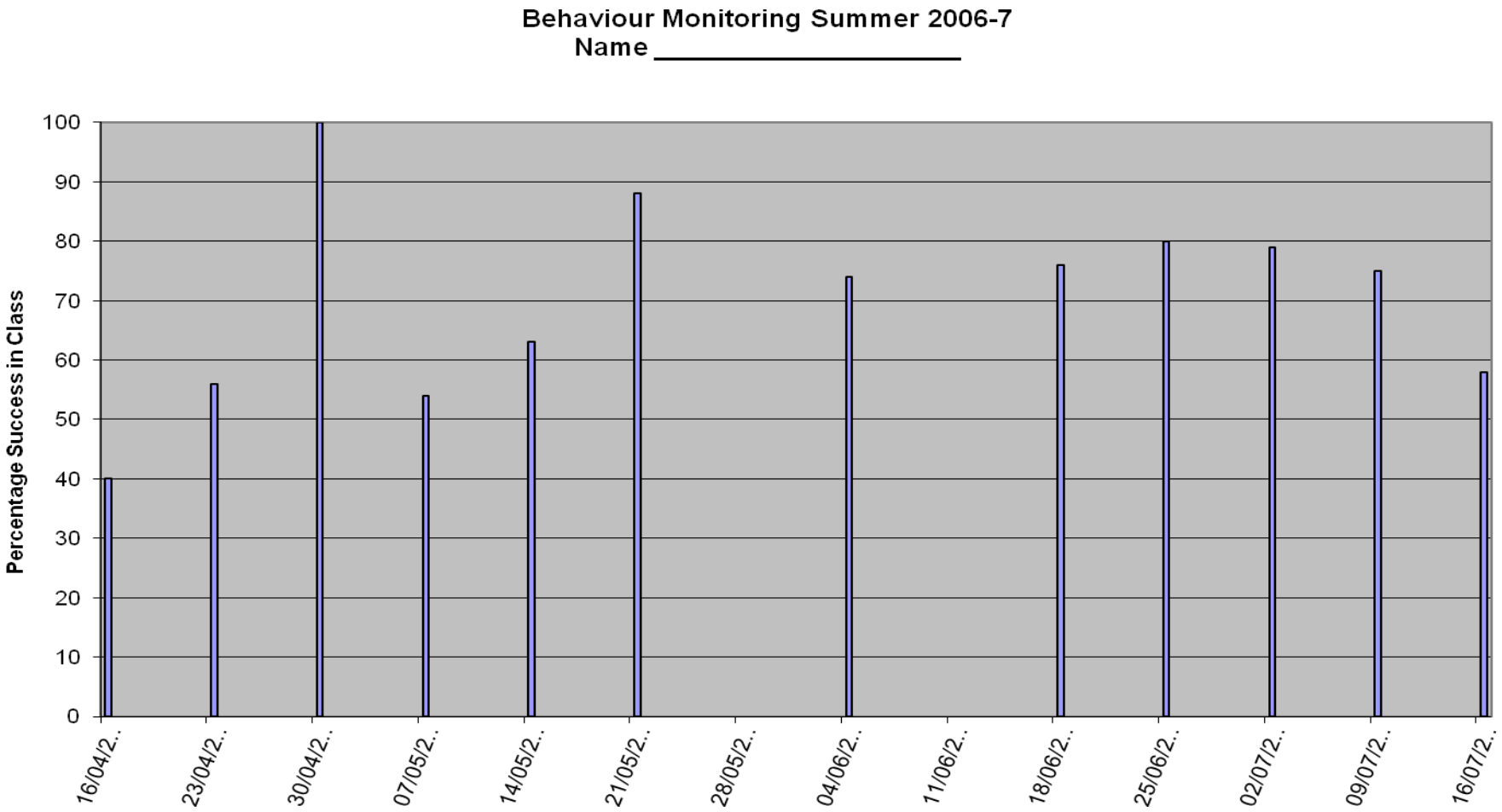
	PERCENTAGE SUCCESS IN CLASS - AUTUMN 2006-2007																
	04 September 2006	11 September 2006	18 September 2006	25 September 2006	02 October 2006	09 October 2006	16 October 2006	30 October 2006	06 November 2006	13 November 2006	20 November 2006	27 November 2006	04 December 2006	11 December 2006	18 December 2006	AUTUMN POINTS	Average Success in Class
1	88	48	65	56	35	0	83	63	14	38	73	59	73	74	30	799	53
2	62	76	95	67	84	38	69	47	36	63	42	38	73	70	20	880	59
3	73	56	51	51	54	86	47	81	41	59	49	64	41	7	35	795	53
4	78	80	88	58	66	92	70	71	77	94	80	68	78	80	38	1118	75
Y7 Average	75	65	75	58	60	54	67	66	42	64	61	57	66	58	31	898	60
5	87	74	85	36	68	77	72	49	48	72	80	95	93	98	25	1059	71
6												27	33	87	40	187	12
7	15	64	51	27	38	38	33	50	49	51	41	26	49	85	0	617	41
8	100	97	83	84	91	81	73	85	73	61	86	97	92	93	35	1231	82
9																	
10	87	50	53	43	64	63	38	79	62	69	62	72	59	50	26	877	58
11	0	81	79	76	95	82	74	75	75	91	68	60	96	93	22	1067	71
12	100	99	100	100	100	95	57	40	96	53	50	53	95	54	52	1144	76
Y8 Average	65	78	75	61	76	73	58	63	67	66	65	61	74	80	29	883	59
13	78	67	57	71	70	64	44	63	57	54	47	86	59	84	25	926	62
14	0	42	1	0	37	72	58	67	0	42	39	23	56	78	25	540	36
15	88	83	52	65	43	65	78	20	50	63	71	83	96	97	40	994	66
16	80	94	81	66	93	92	97	77	80	83	62	58	97	57	0	1117	74
17	90	48	74	60	18	0	0	31	48	31	59	34	53	48	20	614	41
18												67	52	71	0	190	13
19																	
20			16	46	9	11	44	28	36	16	18	0	3	25	0	252	17
21	97	88	92	100	99	66	20	80	75	98	92	74	90	99	37	1207	80
Y9 Average	72	70	53	58	53	53	49	52	49	55	55	53	63	70	18	730	49
22	85	87	87	85	84	95	61	60	40	93	92	57	77	63	40	1106	74
23	78	14	0	27	18	0	80	17	0	55	0	0	31	2	0	322	21
24	63	47	39	20	0	88	69	51	14	0	66	44	39	20	37	597	40
25	65	14	24	64	29	30	38	30	49	66	55	61	34	48	40	647	43
26	70	71	58	59	56	96	84	91	76	54	86	62	86	71	10	1030	69
27	70	80	19	16	40	0	57	89	26	48	60	74	40	80	40	739	49
Y10 Average	72	52	38	45	38	52	65	56	34	53	60	50	51	47	28	740	49
Overall average	71	66	60	56	57	58	60	59	48	59	60	55	64	64	26	813	54

	PERCENTAGE SUCCESS IN CLASS - SPRING 2006-2007													
	01 January 2007	08 January 2007	15 January 2007	22 January 2007	29 January 2007	05 February 2007	19 February 2007	26 February 2007	05 March 2007	12 March 2007	19 March 2007	26 March 2007	SRPING POINTS	Average Success in Class
1	0	74	69	46	63	45	68	62	73	47	55	53	655	55
2	13	35	29	27	6	38	15	48	70	57	83	32	453	38
3	30	27	25	65	51	44	32	52	44	72	45	56	543	45
4	54	59	80	91	59	40	100	61	86	75	95	60	860	72
Y7 Average	24	49	51	57	45	42	54	56	68	63	70	50	628	52
5	32	94	79	77	52	55	66	65	73	79	75	50	797	66
6	60	97	73	97	77	54	76	86	90	66	88	42	906	76
7	23	83	11	37	27	13	17	27	29	49	43	19	378	32
8	32	36	98	39	78	57	93	65	90	98	57	49	792	66
9					36	58	76	73	69	85	93	60	550	46
10	43	68	80	81	64	46	85	73	67	66	82	42	797	66
11	53	100	98	88	43	48	30	77	42	69	43	51	742	62
12														
Y8 Average	41	80	73	70	54	47	63	67	66	73	69	45	709	59
13	57	68	69	63	0	45	55	79	64	68	20	52	640	53
14	21	39	59	88	23	5	11	0	0	0	0	0	246	21
15	0	80	97	60	65	58	99	76	65	46	84	39	769	64
16	59	96	60	40	43	54	84	29	69	63	77	55	729	61
17	25	46	46	67	28	11	33	61	54	57	24	15	467	39
18	0	61	73	2	44	17	83	46	60	71	17	43	517	43
19						18	15	55	11	38	4	5	146	12
20	10	46	50	28	12	24	60	59	21	27	16	32	385	32
21	38	96	94	75	74	52	58	91	37	18	84	54	771	64
Y9 Average	26	67	69	53	36	32	55	55	42	43	36	33	519	43
22	43	87	74	75	5	38	88	90	91	57	80	42	770	64
23	0	0	17	0	41	0	45	70	60	23	24	36	316	26
24	0	0	0	54	0	8	59	45	35	37	10	23	271	23
25	11	59	40	34	9	24	10	30	44	31	76	30	398	33
26	55	82	1	24	34	55	86	93	80	71	83	58	722	60
27	49	88	88	87	27	0	64	75	76	20	88	60	722	60
Y10 Average	26	53	37	46	19	21	59	67	64	40	60	42	533	44
Overall average	29	62	57	56	39	35	58	61	60	55	59	42	597	50

	PERCENTAGE SUCCESS IN CLASS - SUMMER 2006-2007														
	16 April 2007	23 April 2007	30 April 2007	07 May 2007	14 May 2007	21 May 2007	04 June 2007	11 June 2007	18 June 2007	25 June 2007	02 July 2007	09 July 2007	16 July 2007	SUMMER POINTS	Average Success in Class
1	40	47	29	32	39	44	12	15	11	14	22	17	44	366	28
2	56	26	44	35	81	46	41	49	58	86	70	84	51	727	56
3	79	56	100	54	63	88	74	0	76	80	79	75	58	882	68
4	80	60	90	78	86	91	97	0	56	91	73	59	73	934	72
Y7 Average	64	47	66	50	67	67	56	16	50	68	61	59	57	727	56
5	76	46	0	73	81	82	91	75	39	81	72	53	80	849	65
6	8	68	0	65	84	83	92	0	65	86	75	77	0	703	54
7	89	49	47	20	7	8	15	16	18	0	46	15	24	354	27
8	67	60	19	76	93	86	97	65	60	96	62	90	73	944	73
9	54	42	71	52	92	59	90	0	77	96	80	92	80	885	68
10	56	30	54	51	84	36	44	13	0	4	11	62	40	485	37
11	74	80	100	80	72	37	64	58	27	20	29	28	72	741	57
12	63	74	74	66	87	76	97	70	58	82	71	99	79	996	77
Y8 Average	61	56	46	60	75	58	74	37	43	58	56	65	56	745	57
13	67	44	0	80	60	34	53	27	56	20	0	16	0	457	35
14	83	2	50	60	23	22	66	71	74	86	14	51	56	658	51
15	37	30	71	80	81	85	62	63	57	85	69	58	71	849	65
16	38	31	74	80	35	24	0	0	0	0	0	0	0	282	22
17	93	21	50	80	44	67	10	16	0	25	36	68	46	556	43
18	38	47	63	80	82	39	38	24	43	87	61	33	69	704	54
19	87	12	9	40	1	16	8	17	49	2	18	18	35	312	24
20	67	18	24	60	83	13	22	29	35	4	11	44	0	410	32
21	35	72	0	80	47	85	52	17	77	67	63	33	78	706	54
Y9 Average	61	31	38	71	51	43	35	29	43	42	30	36	39	548	42
22	67	39	83	56	86	0	79	65	79	89	60	89	50	842	65
23	67	24	0	64	4	72	50	48	43	71	40	75	16	574	44
24	85	50	51	0	16	0	40	69	40	72	0	56	19	498	38
25	38	51	80	51	61	68	74	71	57	88	68	91	53	851	65
26	90	64	87	50	82	80	50	42	59	48	42	45	53	792	61
27	65	70	50	46	49	49	17	79	45	88	49	46	19	672	52
Y10 Average	69	50	59	45	50	45	52	62	54	76	43	67	35	705	54
Overall average	63	46	52	56	61	53	54	36	48	61	48	56	47	681	52

	PERCENTAGE SUCCESS IN CLASS - AUTUMN 2007-2008																
	03 September 2007	10 September 2007	17 September 2007	24 September 2007	01 October 2007	08 October 2007	15 October 2007	29 October 2007	05 November 2007	12 November 2007	19 November 2007	26 November 2007	03 December 2007	10 December 2007	17 December 2007	AUTUMN POINTS	Average Success in Class
1	8	30	5	11	12	16	20	29	19	34	47	34	3	41	67	376	25
2	31	54	79	63	88	50	43	43	62	83	51	66	95	25	90	923	62
3	0	70	80	75	55	94	75	80	75	56	2	66	73	17	68	884	59
4	94	100	79	100	100	78	100	38	97	76	91	59	78	75	45	1210	81
Y7 Average	33	64	61	62	64	59	59	48	63	62	48	56	62	39	68	848	57
5	82	79	93	13	43	69	61	57	96	87	59	0	70	92	98	998	67
6	91	92	96	92	81	94	94	100	100	100	75	96	91	96	98	1396	93
7	51	54	12	19	45	19	81	16	19	12	62	14	16	13	17	450	30
8	100	65	71	89	96	93	62	80	53	94	66	71	21	86	96	1144	76
9	97	95	94	89	93	88	99	95	26	56	96	37	0	66	96	1129	75
10	67	61	73	71	45	36	44	27	85	71	38	56	37	6	35	753	50
11	60	39	42	3	6	36	44	73	55	58	59	80	51	20	64	690	46
12	98	98	96	100	95	93	98	94	99	92	96	97	96	81	97	1428	95
Y8 Average	81	73	72	59	63	66	73	68	67	71	69	56	48	58	75	999	67
13	79	69	51	32	9	16	17	50	16	25	35	17	19	81	19	535	36
14	57	69	70	94	59	77	72	20	73	75	37	60	20	97	82	962	64
15	51	46	74	13	50	91	81	61	13	16	52	19	13	13	19	613	41
16	79	81	54	54	74	69	53	57	53	13	0	0	0	0	0	586	39
17	54	53	71	36	41	53	65	22	41	36	67	41	46	25	15	667	44
18	76	37	66	55	43	73	57	50	91	81	61	95	98	73	100	1058	71
19	44	39	20	25	25	16	19	2	19	23	27	8	21	0	41	330	22
20	25	35	26	10	3	0	0	0	23	9	51	40	0	0	50	271	18
21	92	50	37	67	90	89	74	97	92	59	70	18	40	58	73	1005	67
Y9 Average	62	53	52	43	44	54	49	40	47	37	44	33	29	39	44	670	45
22	82	89	77	88	87	82	91	74	83	91	100	91	96	95	82	1309	87
23	15	75	46	47	59	74	44	36	29	75	75	46	79	19	79	798	53
24	94	50	26	50	0	0	19	47	17	39	36	37	59	46	73	591	39
25	98	70	66	67	39	0	73	47	22	49	74	62	0	69	37	771	51
26	46	82	74	96	43	90	25	30	50	20	60	60	70	51	98	897	60
27	49	49	16	79	73	19	78	76	46	75	49	79	46	48	76	858	57
Y10 Average	64	69	51	71	50	44	55	52	41	58	66	63	58	55	74	871	58
Overall average	60	65	59	59	55	56	59	52	54	57	57	52	49	48	65	847	56

Appendix 16 - Behaviour monitoring graph



Appendix 17 - Sleuth form

Pupil		Group		Staff Referring	
Pupil Witnesses		Group		Staff Witnesses	

Period	Reg	Assembly	1	2	Break	3	4	Lunch	5	6	After School

Location	Classroom	Corridor	Hall	Dining Area	Playground	Toilets	Minibus	Off Site	Other

Subject Teacher		Other Forms	BM[1]	R[2]	V[3]	A[4]

Teaching Activity	Auditory	Kinaesthetic	Lecture	Practical	Text-based	Visual	Other

Behaviour(s) Causing Concern

Verbal Abuse	Refusing to Cooperate	Vandalism	Violence	Substance Abuse
Offensive / Swearing	Not following instructions	Broken Window	Throwing objects	Smoking
Name Calling	Refusal to work	Setting off Fire Alarm	Throwing Tables / Chairs	Under Suspicion
Inciting Misbehaviour	Disrupting learning	Damage to personal property	Pushing	Influence
Aggressive / Threatening.	Out of Class	Damage to Property	Hitting / Bullying	Possession
Intimidating / Bullying	Taking others out of class	Damage to Buildings	Fighting / Punching	Supplying
Sexually Inappropriate	Absconding	Stealing Property	Physical Aggression to Adult	
Racist[2]			Use of weapon	

Brief Details of Incident

Immediate Action Taken

Level of Intervention	Reason for Personal Support	Likely	Occurred	Personal Support
Discussion	Self-Injury			One person Escort
TA support in lesson (Level I)	Other young person injury			Two Person Escort
TA support out of lesson (Level 2)	Adult injury			Two person withdrawal
Extra support required (Level 3)	Property damage			Supine
Personal Support Required (Level 4)	Good order prejudiced			Seated Wrap
Police referral				Other

Reparation

Lunch Detention	Internal Exclusion	Phone call to parents	Interview With Parent
After School Detention	Fixed Term Exclusion	Letter to Parent	Child Concern Meeting

For After School Detention

Parents spoken to	Parent	Message Left	Contact Sheet Completed	Date of Detention	Transport Home
YES / NO		YES / NO			BUS / WALK/ PARENTS/STAFF

**When necessary also complete the following and append :*BM[1]*= Body Map.* R[2]*= Racist Report.* V[3]*= Violence Form.* A[4]*= Accident Form.*

Appendix 18 - Detentions, support and exclusions

Spring 1 2005 -2006					
Wk. Beg.	Detentions		Support	Fixed Term Exclusions	
	Lunch	After School	Call outs	No of Pupils	Days
02/01/2006	9	0	20	0	0
09/01/2006	21	0	12	0	0
16/01/2006	17	0	25	6	13
23/01/2006	8	0	14	0	0
30/01/2006	37	0	19	3	4
06/02/2006	0	0	8	5	10
Average	15	0	16	2	5

Spring 2 2005 -2006					
Wk. Beg.	Detentions		Support	Fixed Term Exclusions	
	Lunch	After School	Call outs	No of Pupils	Days
20/02/2006	7	0	15	1	2
27/02/2006	14	0	18	0	0
06/03/2006	20	3	19	1	1
13/03/2006	17	0	16	0	0
20/03/2006	6	4	17	1	1
27/03/2006	10	4	15	0	0
03/04/2006	7	7	13	1	1
Average	12	3	16	1	1

Spring 2005-2006	13	1	16	1	3

Summer 1 2005 -2006					
Wk. Beg.	Detentions		Support	Fixed Term Exclusions	
	Lunch	After School	Call outs	No of Pupils	Days
24/04/06	8	3	10	0	0
01/05/06	17	7	6	1	3
08/05/06	17	4	34	1	1
15/05/06	15	4	21	1	3
22/05/06	7	6	19	4	4
Average	13	5	18	1	2

Summer 2 2005 -2006					
Wk. Beg.	Detentions		Support	Fixed Term Exclusions	
	Lunch	After School	Call outs	No of Pupils	Days
05/06/06	14	6	19	1	1
12/06/06	8	1	27	0	0
19/06/06	23	9	27	5	10
26/06/06	17	1	22	0	0
03/07/06	15	3	20	2	2
10/07/06	23	0	3	0	0
17/07/06	11	3	5	1	2
Average	16	3	18	1	2

Summer 2005-2006	14	4	18	1	2

Autumn 1 2006 -2007					
Wk. Beg.	Detentions		Support	Fixed Term Exclusions	
	Lunch	After School	Call outs	No of Pupils	Days
04/09/06	4	0	13	0	0
11/09/06	13	7	55	3	4
18/09/06	8	4	44	2	3
25/09/06	9	5	45	1	4
02/10/06	13	8	45	0	0
09/10/06	15	0	43	0	0
16/10/06	16	2	39	1	2
Average	11	4	41	1	2

Autumn 2 2006 -2007					
Wk. Beg.	Detentions		Support	Fixed Term Exclusions	
	Lunch	After School	Call outs	No of Pupils	Days
30/10/06	20	0	32	0	0
06/11/06	16	2	30	0	0
13/11/06	16	3	30	4	8
20/11/06	21	1	37	2	2
27/11/06	17	1	24	1	1
04/12/06	16	6	101	4	4
11/12/06	12	0	36	1	1
18/12/06	1	0	24	1	1
Average	15	2	39	2	2

Autumn 2006-2007	13	3	40	1	2

Spring 1 2006 -2007					
Wk. Beg.	Detentions		Support	Fixed Term Exclusions	
	Lunch	After School	Call outs	No of Pupils	Days
01/01/07	14	0	15	2	2
08/01/07	21	1	48	1	1
15/01/07	14	2	43	1	1
22/01/07	6	4	28	2	2
29/01/07	6	2	26	6	6
05/02/07	11	0	41	1	2
Average	12	2	34	2	2

Spring 2 2006 -2007					
Wk. Beg.	Detentions		Support	Fixed Term Exclusions	
	Lunch	After School	Call outs	No of Pupils	Days
19/02/07	24	1	32	1	2
26/02/07	16	2	59	5	7
05/03/07	35	1	72	6	9
12/03/07	40	10	64	3	4
19/03/07	15	16	55	3	6
26/03/07	26	7	40	3	5
Average	26	6	54	4	5

Spring 2006-2007	19	3	47	3	4

Summer 1 2006 -2007					
Wk. Beg.	Detentions		Support	Fixed Term Exclusions	
	Lunch	After School	Call outs	No of Pupils	Days
16/04/07	0	2	0	0	0
23/04/07	18	5	44	0	0
30/04/07	20	8	33	2	5
07/05/07	24	14	23	4	7
14/05/07	12	1	22	7	9
21/05/07	29	11	45	3	5
Average	17	7	28	3	4

Summer 2 2006 -2007					
Wk. Beg.	Detentions		Support	Fixed Term Exclusions	
	Lunch	After School	Call outs	No of Pupils	Days
04/06/07	27	10	50	11	13
11/06/07	20	7	38	1	2
18/06/07	7	10	28	1	1
25/06/07	29	12	48	4	4
02/07/07	29	16	48	5	6
09/07/07	33	19	36	2	3
16/07/07	8	8	25	1	1
Average	22	12	39	4	4

Summer 2006-2007	20	9	33	3	4

Autumn 1 2007 -2008					
Wk. Beg.	Detentions		Support	Fixed Term Exclusions	
	Lunch	After School	Call outs	No of Pupils	Days
03/09/07	21	7	21	1	1
10/09/07	35	21	56	2	2
17/09/07	24	14	42	9	11
24/09/07	25	3	28	3	5
01/10/07	22	9	61	8	12
08/10/07	19	10	40	3	4
15/10/07	15	7	53	7	8
Average	23	10	43	5	6

Autumn 2 2007 -2008					
Wk. Beg.	Detentions		Support	Fixed Term Exclusions	
	Lunch	After School	Call outs	No of Pupils	Days
29/10/07	20	10	49	2	3
05/11/07	20	5	25	4	5
12/11/07	23	7	25	5	10
19/11/07	12	8	24	8	12
26/11/07	16	11	41	5	5
03/12/07	21	10	32	9	11
10/12/07	14	3	8	11	16
17/12/07	23	2	12	9	11
Average	19	7	27	7	9

Autumn 2007-2008	21	9	35	6	8

Appendix 19 - An extract from the Boxall Profile

The nurture group network
helping children to succeed

The Boxall profile

Section I

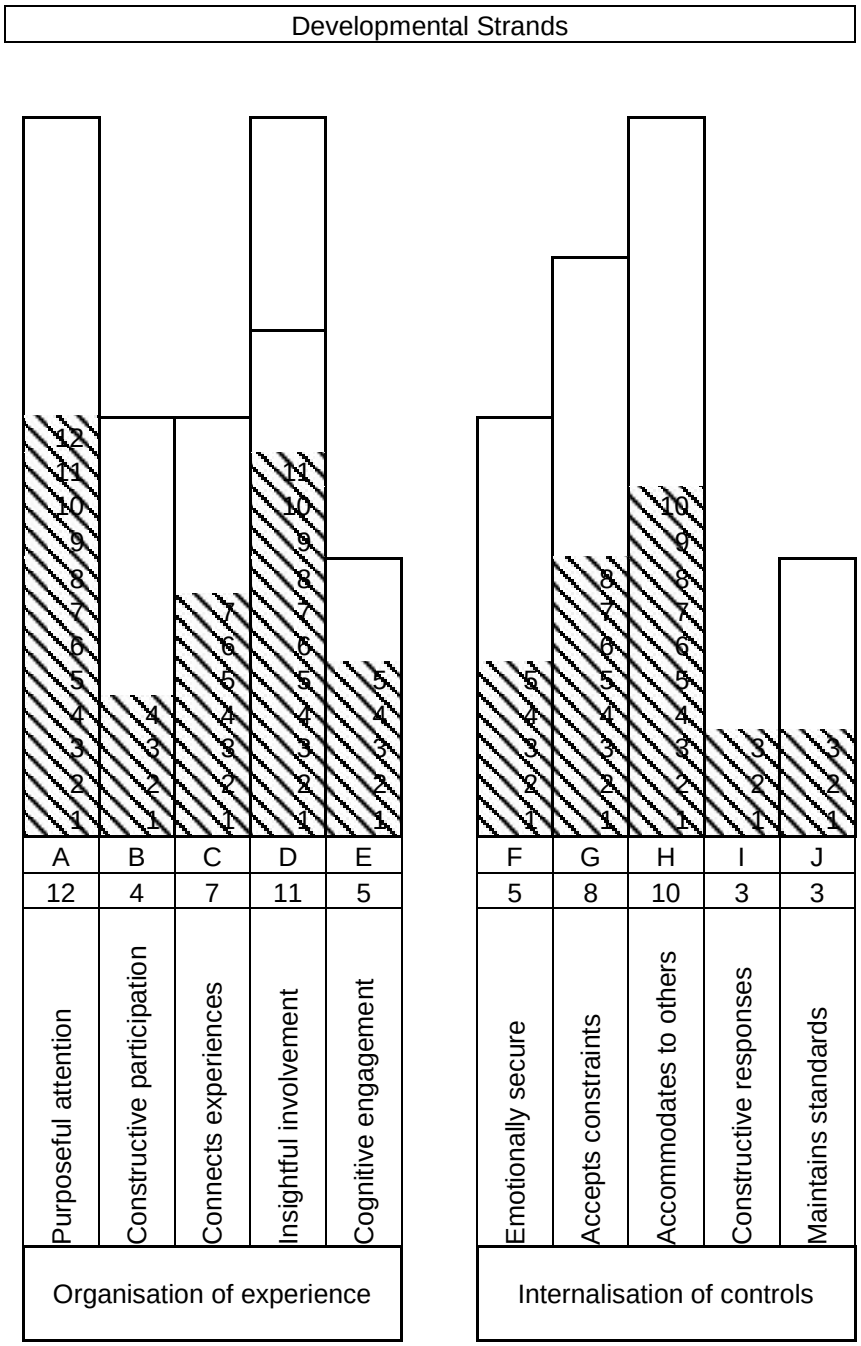
DEVELOPMENTAL STRANDS

Enter scores for Section I items in the appropriate column of Section I histogram

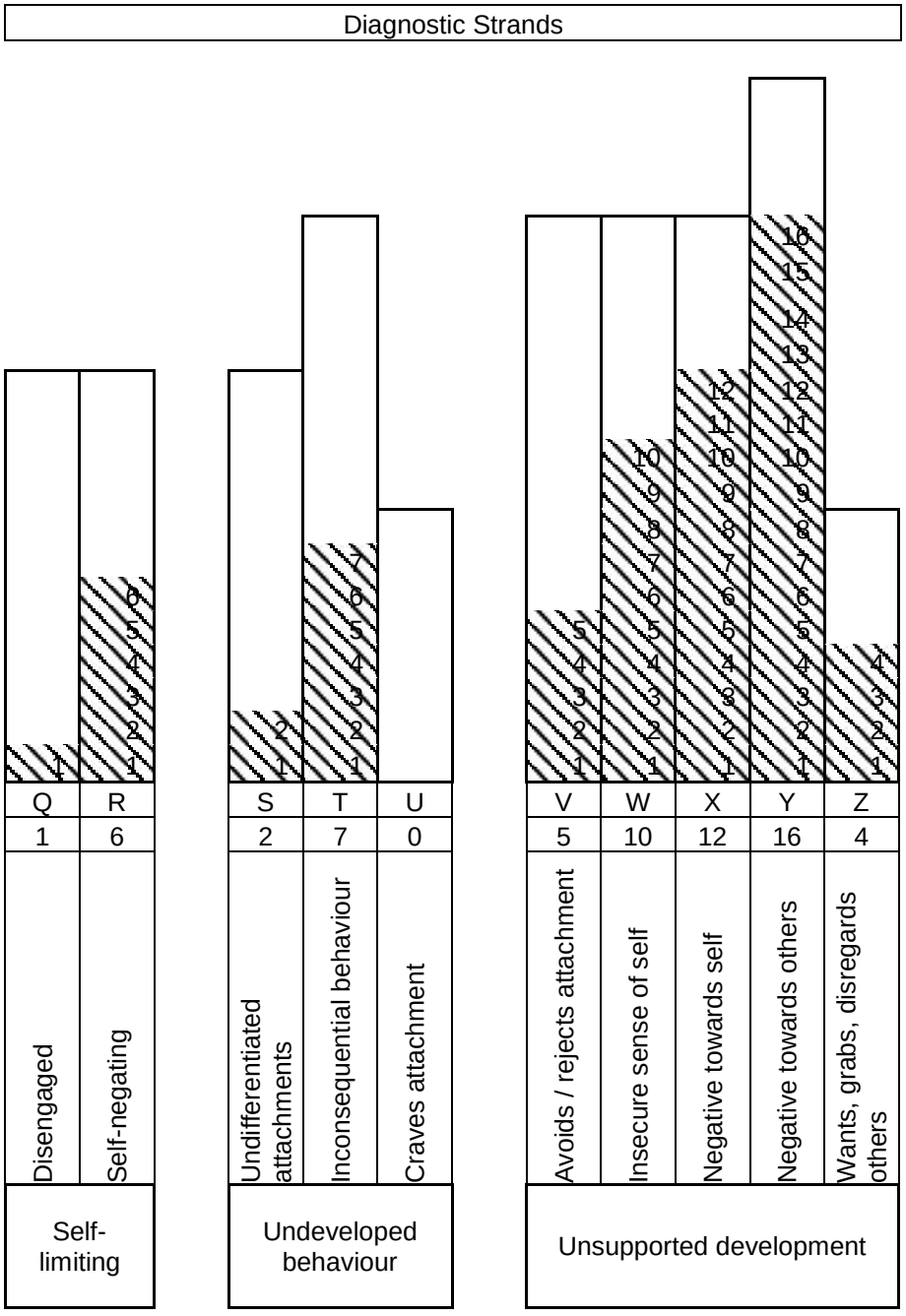
Score each item in turn according to the Key below
4 Yes, or usually
3 At times
2 To some extent
1 Not really, or virtually never
0 Does not arise, not relevant, or cannot be assessed

		Score	*Column*
1	**Listens with interest when the teacher explains something to the class**		A
2	**Takes appropriate care of something s/he has made or work s/he has done** *investment of feeling in his/her achievement is implied, and self esteem*		F
3	**Appreciates a joke or is amused by an incongruous statement or situation** *disregard lack of appreciation of a joke which is at his/her expense* *disregard amusement that is clearly inappropriate*		D
4	**Begins to clear up or bring to a close an enjoyable work or play activity when the teacher, with adequate warning, makes a general request to the group** score 2 if a personal and specific request is needed		G
5	**Makes and accepts normal physical contact with others** *e.g. when holding hands in a game*		H
6	**Makes appropriate and purposeful use of the materials/equipment/toys provided by the teacher without the need for continuing direct support** *disregard repetitive activity which does not progress*		A
7	**Maintains acceptable behaviour and functions adequately when the routine of the day is disturbed** *e.g. when there are visitors in his/her class, or the class is taken by a teacher s/he does not know well*		H
8	**Makes an appropriate verbal request to another child who is in his/her way or has something s/he needs** *disregard situations of provocation*		H
9	**Complies with specific verbal prohibitions on his/her personal use of classroom equipment** *score 2 if s/he complies but often protests or sulks*		G
10	**Abides by the rules of an organised group game in the playground or school hall** *interacts and co-operates and continues to take part for the duration of the game*		J
11	**Accommodates to other children when they show friendly and constructive interest in joining his/her play or game**		H
12	**Listens, attends and does what is required when the teacher addresses a simple positive request specifically to him/her** *e.g. to get out his/her work book*		A
13	**Works or plays alongside a child who is independently occupied, without interfering or causing disturbance**		G
14	**Shows awareness of happenings in the natural world, is interested and curious, and genuinely seeks explanations**		B
15	**Of his/her own accord returns to and completes a satisfying activity that has been interrupted** *e.g. s/he finishes a painting or carries on with a written story later in the day or the following day*		C
16	**Is adequately competent and self-reliant in managing his/her basic personal needs** *i.e. clothes; toilet; food*		A

Appendix 20 - Boxall Profile – Developmental Strands



Appendix 21 - Boxall Profile – Diagnostic Strands



Appendix 22 - Questionnaire to pupils

ENRICHMENT PROGRAMME
SEPTEMBER 2006 – OCTOBER 2006
PUPIL QUESTIONNAIRE

NAME: _____ YEAR: _____
(You do not have to put your name on if you don't want to)

	Questions	Answers
1	Which activity did you enjoy doing most?	
2	What skills did you learn from this activity?	
3	Which activity did you enjoy the least this term?	
4	Why didn't you enjoy this activity?	
5	What activity would you like to do in the future?	
6	Do you think that your attendance at school has improved since the Enrichment Programme began?	
7	Do you enjoy school more since we have been doing the Enrichment Programme?	

Appendix 23 - Pupil responses to questionnaire – Sept 2006 to Oct 2006

	Which activity did you enjoy doing the most?	What skills did you learn from this activity?	Which activity did you enjoy the least this term?	Why didn't you enjoy this activity?	What activity would you like to do in the future?	Do you think that your attendance at school has improved since the Enrichment began?	Do you enjoy school more since we have been doing the Enrichment Programme?
1	PC Club	How to use computers	Archery	No good	Mountain biking	Don't know	No
2	PC Club	Make a newsletter	Skiing	Boring	Ice Skating	Yes	Same
3	Textiles	Use a sewing machine	Art	Hate drawing	Ice Skating	No	No
4	Textiles	Use a sewing machine	Film Studies	Didn't like the films	Mountain Biking	Yes	Yes
5	Skiing	Turn / ski safely / control speed	Art	Couldn't get stuff done	Ice hockey	Yes	Yes
6	NOT ON ROLL AT THIS TIME						
7	Archery	How to hold bow and arrow	Cooking	Needed lots of help	Skiing / Go Karts / Swimming / Ice skating / Motor bikes / Bowling	Yes	No
8	Water sports	To kayak	Liked all of them	-	Skiing	Yes	Yes

	Which activity did you enjoy doing the most?	What skills did you learn from this activity?	Which activity did you enjoy the least this term?	Why didn't you enjoy this activity?	What activity would you like to do in the future?	Do you think that your attendance at school has improved since the Enrichment e began?	Do you enjoy school more since we have been doing the Enrichment Programme?
9	NOT ON ROLL AT THIS TIME						
10	Cycling	How to get over stuff properly	Archery	Didn't like it - boring	Motor biking	Yes	No
11	Town visit	How to catch bus and train safely	Batik	Didn't like the wax	Motor biking	Don't know	Yes
12	DID NOT COMPLETE QUESTIONNAIRE						
13	PE	Trampolining	Film Studies	Teacher's films	Assault course	Don't know	Same
14	Mountain Biking	None	Art	It was crap	Petrol Go Karting	Yes	Yes
15	Archery	Concentration	Skiing	I fell over	Not bothered	No	Yes
16	Archery	Aiming / Shooting	Snowboarding	Not real snow	Shooting gun range	Don't know	Yes
17	Mountain Biking	Improved riding skills	Drums / Steel pans	Didn't like it	Football	Yes	No
18	NOT ON ROLL AT THIS TIME						
19	NOT ON ROLL AT THIS TIME						

	Which activity did you enjoy doing the most?	What skills did you learn from this activity?	Which activity did you enjoy the least this term?	Why didn't you enjoy this activity?	What activity would you like to do in the future?	Do you think that your attendance at school has improved since the Enrichment began?	Do you enjoy school more since we have been doing the Enrichment Programme?
20	Archery	How to use bow and arrow	-	-	Skiing	Don't know	Same
21	Snowboarding	Parallel turns / snow ploughs	-	-	Snowboarding	Yes	Yes
22	Textiles	How to sew	Archery	Too hard	Football	Yes	Yes
23	DT / ICT	Making things	DJ Skills	Not what I expected	Cooking	Yes	Same
24	Cycling	Got out	Orienteering	Didn't like walking	Snow Boarding	Yes	Yes
25	PE	PE Skills	-	-	Football training	Yes	No
26	PE	General sports skills	Guitar	Clash of personalities	Football training	Yes	Yes
27	DID NOT COMPLETE QUESTIONNAIRE						

Appendix 24 - Pupil responses to questionnaire – Oct 2006 to Dec 2006

	Which activity did you enjoy doing the most?	What skills did you learn from this activity?	Which activity did you enjoy the least this term?	Why didn't you enjoy this activity?	What activity would you like to do in the future?	Do you think that your attendance at school has improved since the Enrichment began?	Do you enjoy school more since we have been doing the Enrichment Programme?
1	Cycling	Stunts	Cooking	It's not good	Cycling	Yes	No
2	PE	Nothing	PC	It was boring	Games Room	Yes	Same
3	DID NOT COMPLETE QUESTIONNAIRE						
4	Batik	How to use wax and paints	Ceramics	Because you get dirty and it's boring	Motor biking or Quad biking	Yes	Yes
5	Modelling	Wood and building	Art	Because I didn't	Scrambling	Yes	Yes
6	Batik	How to do batik	I like them all	-	Archery	Don't know	Don't know
7	Skiing	How to ski	Abseiling	Didn't like it	Go Karting	Yes	No
8	Skiing	Snow Plough / Control Speed	Drama	Not enough people	Shooting Range	Yes	Yes

	Which activity did you enjoy doing the most?	What skills did you learn from this activity?	Which activity did you enjoy the least this term?	Why didn't you enjoy this activity?	What activity would you like to do in the future?	Do you think that your attendance at school has improved since the Enrichment began?	Do you enjoy school more since we have been doing the Enrichment Programme?
9	NOT ON ROLL AT THIS TIME						
10	PE	Trampolining	Art	Not enough variety	Motor biking	Yes	Yes
11	Town visit	How to ride safely on bus	Steel pans	It's boring	Go karting	Same	Same
12	NOT ON ROLL AT THIS TIME						
13	Cycling	Nothing	Batik	It's rubbish	Boxing	Yes	Yes
14	Climbing	How to climb a wall	DJ Skills	It's s**t	Biking	Yes	Yes
15	Rock climbing	Feet and hand coordination	Cycling	Bikes unsafe	Self-defence class	Yes	Yes
16	Climbing	Climbing	I forgot	I forgot	No point	Don't know	Don't know
17	Cycling and climbing	Climb and tie knots	Batik	Boring – don't enjoy drawing	Football	Same	Same

	Which activity did you enjoy doing the most?	What skills did you learn from this activity?	Which activity did you enjoy the least this term?	Why didn't you enjoy this activity?	What activity would you like to do in the future?	Do you think that your attendance at school has improved since the Enrichment began?	Do you enjoy school more since we have been doing the Enrichment Programme?
18	Cooking	How to cook stuff	Art	Rubbish	More cooking	Yes	Yes
19	NOT ON ROLL AT THIS TIME						
20	DID NOT COMPLETE QUESTIONNAIRE						
21	Modelling	To make things	-	-	The same	Yes	No
22	Cycling (except in rain)	Nothing	Art	Didn't choose this activity	Swimming	Same	Same
23	DID NOT COMPLETE QUESTIONNAIRE						
24	DID NOT COMPLETE QUESTIONNAIRE						
25	DID NOT COMPLETE QUESTIONNAIRE						
26	Indoor climbing	Conquered fear of heights	Cycling	Boring	Swimming	Yes	Yes
27	Cooking	To cook	Art	Not enough to do	Swimming	Yes	Yes

Appendix 25 - National Curriculum Levels – English

	ENGLISH						ENGLISH SPEAKING AND LISTENING						ENGLISH READING						ENGLISH WRITING					
	B		E		A		B		E		A		B		E		A		B		E		A	
	2005-06 Target	2005-06 TA Level	2006-07 Target	2006-07 TA Level	2007-08 Target	2007-08 TA Level	2005-06 Target	2005-06 TA Level	2006-07 Target	2006-07 TA Level	2007-08 Target	2007-08 TA Level	2005-06 Target	2005-06 TA Level	2006-07 Target	2006-07 TA Level	2007-08 Target	2007-08 TA Level	2005-06 Target	2005-06 TA Level	2006-07 Target	2006-07 TA Level	2007-08 Target	2007-08 TA Level
1		3c	3b	3b	3a	3b		2a	3c	3c	3a	3b		3c	3b	3b	3a	3a		2a	3c	3c	3a	3c
2		2b	2a	2a	3a	3a		2a	3c	3c	3a	3a		2b	2a	2a	3a	3a		2b	2a	2a	3a	3a
3		2c	2b	2b	3c	2a		2a	3c	3c	3b	3b		2c	2b	2b	3c	2a		2c	2b	2b	3c	2a
4		2a	3c	3c	3a	3a		2b	2a	2a	3a	3a		3b	3a	3a	4c	4c		2b	2a	2a	3a	3a
5	3a	3b	3a	3a	4c	4b	3a	3a	3a	3a	4c	4a	3a	3b	3a	3a	4c	4b	3a	3b	3a	3a	4c	4b
6	3a	3a	4c	4c	5c	4a	3a	3a	4c	4c	5c	4a	3a	3a	4c	4c	5c	4a	3a	3a	4c	4c	5c	4b
7	2b	3b	3a	3a	4c	3b	2b	3a	4c	3a	4c	4a	2b	3b	3a	3a	4c	3c	2b	3b	3a	3a	4c	3c
8	3a	3b	3a	3a	5c	4a	3a	3a	4c	4c	5c	4a	3a	3b	3a	3a	5c	4a	3a	3b	3a	3a	5c	4b
9	2a	3c	3b	3b	4c	3a	2a	3c	3b	3b	4c	3a	2a	3c	3b	3b	4c	3b	2a	3c	3b	3b	4c	3a
10	3b	3c	3b	3b	3a	3a	3b	3c	3b	3b	3a	3a	3b	3c	3b	3b	3a	3a	3b	3c	3b	3b	3a	3b
11	3b	3b	3a	3a	5c	4c	3c	3b	3a	3a	5c	4a	3b	3b	3a	3a	5c	4b	3c	3b	3a	3a	5c	3a
12	2a	3b	3a	3a	4c	3a	2a	3a	4c	4c	4c	3a	2a	3b	3a	3a	4c	3a	2a	3b	3a	3a	4c	3a

	ENGLISH						ENGLISH SPEAKING AND LISTENING						ENGLISH READING						ENGLISH WRITING					
	B		E		A		B		E		A		B		E		A		B		E		A	
	2005-06 Target	2005-06 TA Level	2006-07 Target	2006-07 TA Level	2007-08 Target	2007-08 TA Level	2005-06 Target	2005-06 TA Level	2006-07 Target	2006-07 TA Level	2007-08 Target	2007-08 TA Level	2005-06 Target	2005-06 TA Level	2006-07 Target	2006-07 TA Level	2007-08 Target	2007-08 TA Level	2005-06 Target	2005-06 TA Level	2006-07 Target	2006-07 TA Level	2007-08 Target	2007-08 TA Level
13	3b	4b	4a	4a	4a		3b	4c	4b	4b	4a		3b	4b	4a	4a	4a		3b	4c	4b	4b	4a	
14	3c	4c	4b	4c	4a	4b	3c	4b	4a	4b	4a	4b	3c	4c	4b	4c	4a	4b	3c	4c	4b	4c	4a	4b
15	3a	3a	4c	3b	4a		4c	3a	4c	4a	5b		3a	3a	4c	3c	3a		3a	3a	4c	3c	3a	
16	3b	4b	4a	4a	5c		3b	4b	4a	4a	5c		3b	4b	4a	4a	5c		3b	4b	4a	4a	5c	
17	3b	3b	3a	3b	4c		3b	3b	3a	3b	4c		3b	3b	3a	3b	4c		3b	3b	3a	3b	4c	
18	2a	3b	4c	4c	4b	4b	2a	3b	4c	4c	4b	4b	2a	3b	4c	4c	4b	4b	2a	3b	4c	4c	4b	4b
19	2a	2a	3c	2a	3b		2a	2a	3c	2a	3b		2a	2a	3c	2a	3b		2a	2a	3c	2a	3b	
20	2b	2c	2b	2b	3b		2b	2c	2b	2b	3b		2b	2c	2b	2b	3b		2b	2c	2b	2b	3b	
21	3c	3c	3b	3b	4c	3b	3c	3c	3b	3b	4c	3c	3c	3c	3b	3b	4c	3b	3c	3c	3b	3b	4c	3a
22	2c	2c	2b	2b	2a	2a	3c	3c	3a	3a	4c	4c	2b	2c	2b	2b	2a	2a	2b	2c	2b	2b	2a	2a
23	4c	3b	4c	4c	4b		4c	3a	4b	4b	4a		4c	3c	3a	3a	4c		4c	3c	3a	3a	4c	
24	3a	4b	4a	4a	5c	5c	3a	4b	4a	4a	5c	5c	3a	4b	4a	4a	5c	5c	3a	4b	4a	4a	5c	5c
25	2b	2a	2a	2a	3a		3c	3b	3b	3b	3a		2a	2a	2a	2a	3a		2a	2a	2a	2a	3a	
26	3a	4a	5c	5c	5b		3a	4a	5c	5c	5b		3a	4a	5c	5c	5b		3a	4a	5c	5c	5b	
27	4a	4a	5c	5c	5b		3a	4a	5c	5c	5b		3a	4a	5c	5b	5a		3a	4a	5c	5c	5b	

Appendix 26 - National Curriculum Levels – Maths

	MATHS						MATHS USING AND APPLYING						MATHS NUMBER AND ALGEBRA						MATHS SHAPE SPACE AND MEASURES						MATHS HANDLING DATA					
	B		E		A		B		E		A		B		E		A		B		E		A		B		E		A	
	2005-06 Target	2005-06 TA Level	2006-07 Target	2006-07 TA Level	2007-08 Target	2007-08 TA Level	2005-06 Target	2005-06 TA Level	2006-07 Target	2006-07 TA Level	2007-08 Target	2007-08 TA Level	2005-06 Target	2005-06 TA Level	2006-07 Target	2006-07 TA Level	2007-08 Target	2007-08 TA Level	2005-06 Target	2005-06 TA Level	2006-07 Target	2006-07 TA Level	2007-08 Target	2007-08 TA Level	2005-06 Target	2005-06 TA Level	2006-07 Target	2006-07 TA Level	2007-08 Target	2007-08 TA Level
1		3c	3b	3b	3a	3b		2b	2a	2a	3b	3b		3c	3b	3b	3a	3b		3c	3b	3b	3a	3a		3b	3a	3a	4c	3a
2		3a	4c	4c	4a	5c		3c	4a	4b	4a	5c		3a	4c	4c	4a	5c		3b	3a	3a	4a	5c		3a	4a	4a	5c	5c
3		2b	2a	2a	3b	4b		2b	2a	2a	3b	4b		2b	2a	2a	3b	4b		2b	2a	2a	3b	4b		2a	3c	3c	3b	4c
4		2a	3c	3c	3a	4b		2b	2a	2a	3a	4b		2a	3c	3c	3a	4b		2a	3c	3c	3a	4b		3c	3b	3b	3a	4c
5	3c	3c	3b	3b	4c	3a	3c	3b	3a	3a	4c	3a	3c	3c	3b	3b	4c	3a	3c	3c	3b	3b	4c	3a	3c	3c	3b	3b	4c	3a
6	4b	4c	4b	4b	5c	5b	4b	4c	4b	4b	5c	5b	4b	4c	4b	4b	5c	5b	4b	4c	4b	4b	5c	5b	4b	4c	4b	4b	5c	5b
7	3b	3c	3b	3a	4b	4c	3b	3c	3b	3a	4b	4c	3b	3c	3b	3a	4b	4c	3b	3c	3b	3a	4b	4c	3b	3c	3b	3a	4b	4c
8	4b	3c	3b	3b	5c	4c	4b	3c	3b	3b	5c	4c	4b	3c	3b	3b	5c	4b	4b	3c	3b	3b	5c	4c	4b	3c	3b	3b	5c	4c
9	2a	3c	3b	3b	4c	3c	2a	3c	3b	3b	4c	3c	2a	3c	3b	3b	4c	3c	2a	3c	3b	3b	4c	3c	2a	3c	3b	3b	4c	3c
10	3c	3c	3b	3b	3a	2a	3c	3c	3b	3b	3a	2a	3c	3c	3b	3b	3a	2a	3c	2a	3c	3c	3a	2b	3c	2a	3c	3c	3a	2b
11	4c	4b	4a	4b	5c	5c	4c	4b	4a	4b	5c	5c	4c	4b	4a	4b	5c	5c	4c	4b	4a	4b	5c	5c	4c	4b	4a	4b	5c	5c
12	2a	3c	3b	3b	3a	2a	2a	3c	3b	3b	3a	2b	2a	3c	3b	3b	3a	2b	2a	3c	3b	3b	3a	2b	2a	3c	3b	3b	3a	2b

	MATHS						MATHS USING AND APPLYING						MATHS NUMBER AND ALGEBRA						MATHS SHAPE SPACE AND MEASURES						MATHS HANDLING DATA					
	B		E		A		B		E		A		B		E		A		B		E		A		B		E		A	
	2005-06 Target	2005-06 TA Level	2006-07 Target	2006-07 TA Level	2007-08 Target	2007-08 TA Level	2005-06 Target	2005-06 TA Level	2006-07 Target	2006-07 TA Level	2007-08 Target	2007-08 TA Level	2005-06 Target	2005-06 TA Level	2006-07 Target	2006-07 TA Level	2007-08 Target	2007-08 TA Level	2005-06 Target	2005-06 TA Level	2006-07 Target	2006-07 TA Level	2007-08 Target	2007-08 TA Level	2005-06 Target	2005-06 TA Level	2006-07 Target	2006-07 TA Level	2007-08 Target	2007-08 TA Level
13	3b	4c	4b	4b	4a		3b	3b	4c	4c	4a		3b	4c	4b	4b	4a		3b	3b	4b	4b	4a		3b	3c	4b	4b	4a	
14	3b	3b	4a	4c	4a	4b	3b	3c	4a	4b	5c	4b	3b	3b	4a	4c	4a	4b	3b	3c	4b	4b	5c	4b	3b	3c	4a	4c	4a	4c
15	3b	3a	4b	4c	4a		3b	3a	4b	4c	4a		3b	3a	4b	4c	4a		3b	3a	4b	4c	4a		3b	3a	4b	4c	4a	
16	4b	4a	5c	4a	5c		4b	3b	3a	3a	5c		4b	4a	5c	4a	5c		4b	4c	4a	4b	5c		4b	3c	4b	4b	5c	
17	2b	3c	3b	3b	4c		2b	3c	3b	3b	4c		2b	3c	3b	3b	4c		2b	3c	3b	3b	4c		2b	3c	3b	3b	4c	
18	3a	3b	4c	3b	3a	3b	3a	3b	4c	3b	3a	3b	3a	3b	4c	3b	3a	3b	3a	3b	4c	3b	3a	3b	3a	3b	4c	3b	4b	3b
19	2a	2b	3c	2a	3b		2a	2b	3c	2a	3b		2a	2b	3c	2a	3b		2a	2b	3c	2a	3b		2a	2b	3c	2a	3c	
20	2b	2c	3c	3c	3b		2b	2c	3c	3c	3b		2b	2c	3c	3c	3b		2b	2c	3c	3c	3b		2b	2c	3c	3c	3a	
21	2a	2b	3c	3c	3a	3b	2a	2b	3c	3c	4c	3b	2a	2b	3c	3c	3a	3b	2a	2b	3c	3c	4c	3b	2a	2b	3c	3c	3a	3b
22	2a	2a	3c	3c	3b	3b	2a	2a	3c	3c	3b	3b	2	2a	3c	3c	3b	3b	2	2a	3c	3c	3b	3b	2a	2a	3c	3c	3b	3b
23	4b	3c	3a	3a	4b		4b	3c	3a	3a	4b		4b	3c	3a	3a	4b		4b	3c	3a	3a	4b		4b	3c	3a	3a	4b	
24	4b	5c	5b	5c	5a	4a	4b	5c	5b	5b	5a	4c	4b	5c	5b	5c	5a	5c	4b	4a	5c	4a	5b	5b	4b	4a	5c	4a	5b	4b
25	2a	2a	3c	3c	3b		2a	2a	3c	3c	3b		2a	2a	3c	3c	3b		2a	2a	3c	3c	3b		2a	1c	1a	2a	3c	
26	4a	4b	4a	4a	5b		5b	4b	4a	4a	5b		4a	4b	4a	4a	5b		4a	4b	4a	4a	5c		4a	4b	4a	4a	5b	
27	4a	4b	4a	4a	5b		5b	4b	4a	4a	5b		4a	4b	4a	4a	5b		4a	4b	4a	4a	5c		4a	4b	4a	4a	5b	

Appendix 27 - National Curriculum Levels – Science

	SCIENCE						SCIENCE SCIENTIFIC ENQUIRY						SCIENCE LIFE PROCESSES						SCIENCE MATERIALS AND THEIR PROPERTIES						SCIENCE PHYSICAL PROCESS					
	B		E		A		B		E		A		B		E		A		B		E		A		B		E		A	
	2005-06 Target	2005-06 TA Level	2006-07 Target	2006-07 TA Level	2007-08 Target	2007-08 TA Level	2005-06 Target	2005-06 TA Level	2006-07 Target	2006-07 TA Level	2007-08 Target	2007-08 TA Level	2005-06 Target	2005-06 TA Level	2006-07 Target	2006-07 TA Level	2007-08 Target	2007-08 TA Level	2005-06 Target	2005-06 TA Level	2006-07 Target	2006-07 TA Level	2007-08 Target	2007-08 TA Level	2005-06 Target	2005-06 TA Level	2006-07 Target	2006-07 TA Level	2007-08 Target	2007-08 TA Level
1		3b	3a	3a	4c	3a		3b	3a	3a	4c	3a		3b	3a	3a	4c	3a		3b	3a	3a	4c	3a		3b	3a	3a	4c	3a
2		4c	4b	4c	4a	4a		4c	4b	4c	4a	4a		4c	4b	4c	4a	4a		4c	4b	4c	4a	4a		4c	4b	4c	4a	4a
3		3c	3b	3a	4b	4b		3c	3b	3a	4b	4b		3c	3b	3a	4b	4b		3c	3b	3a	4b	4b		3c	3b	3a	4b	4b
4		3a	4c	4b	4a	4b		3a	4c	4b	4a	4b		3a	4c	4b	4a	4b		3a	4c	4b	4a	4b		3a	4c	4b	4a	4b
5	3c	3c	3b	4c	4b	4b	3c	3c	3b	4c	4b	4a	3c	3c	3b	4c	4b	4b	3c	3c	3b	4c	4b	4b	3c	3c	3b	4c	4b	4b
6	4b	4b	4a	4a	5c	5c	4b	4b	4a	4a	5c	5c	4b	4b	4a	4a	5c	5c	4b	4b	4a	4a	5c	5c	4b	4b	4a	4a	5c	5c
7	4c	3c	3b	3a	4c	4b	4c	3c	3b	3a	4c	4c	4c	3c	3b	3a	4c	4c	4c	3c	3b	3a	4c	4b	4c	3c	3b	3a	4c	4b
8	4a	3c	3a	4c	5c	4a	4a	3c	3a	4c	5c	4a	4a	3c	3a	4c	5c	4a	4a	3c	3a	4c	5c	4a	4a	3c	3a	4c	5c	4a
9	4b	4a	5c	4c	5c	4a	4b	4a	5c	4c	5c	4a	4b	4a	5c	4c	5c	4a	4b	4a	5c	4c	5c	4a	4b	4a	5c	4c	5c	4a
10	3c	2a	3b	4c	4b	4b	3c	2a	3b	4c	4b	4b	3c	2a	3b	4c	4b	4b	3c	2a	3b	4c	4b	4b	3c	2a	3b	4c	4b	4b
11	4c	4b	4a	4a	5c	5c	4c	4b	4a	4a	5c	5c	4c	4b	4a	4a	5c	5c	4c	4b	4a	4a	5c	5c	4c	4b	4a	4a	5c	5c
12	3b	3c	4a	4b	4a	5c	3b	3c	4a	4b	4a	5c	3b	3c	4a	4b	4a	5c	3b	3c	4a	4b	4a	5c	3b	3c	4a	4b	4a	5c

	SCIENCE						SCIENCE SCIENTIFIC ENQUIRY						SCIENCE LIFE PROCESSES						SCIENCE MATERIALS AND THEIR PROPERTIES						SCIENCE PHYSICAL PROCESS					
	B		E		A		B		E		A		B		E		A		B		E		A		B		E		A	
	2005-06 Target	2005-06 TA Level	2006-07 Target	2006-07 TA Level	2007-08 Target	2007-08 TA Level	2005-06 Target	2005-06 TA Level	2006-07 Target	2006-07 TA Level	2007-08 Target	2007-08 TA Level	2005-06 Target	2005-06 TA Level	2006-07 Target	2006-07 TA Level	2007-08 Target	2007-08 TA Level	2005-06 Target	2005-06 TA Level	2006-07 Target	2006-07 TA Level	2007-08 Target	2007-08 TA Level	2005-06 Target	2005-06 TA Level	2006-07 Target	2006-07 TA Level	2007-08 Target	2007-08 TA Level
13	3b	3a	4a	4b	4a		3b	3a	4a	4b	4a		3b	3c	4a	4b	4a		3b	3c	4a	4b	4a		3b	3c	4a	4b	4a	
14	2a	3c	4c	3a	4b	4b	2a	3c	4c	3a	4b	4c	2a	2b	4c	3a	4b	4b	2a	3c	4c	3a	4b	4b	2a	2c	4c	3a	4b	4b
15	3b	3a	4c	4b	5c		3b	3a	4c	4c	4a		3b	3a	4c	4c	4a		3b	3a	4c	4b	5c		3b	3a	4c	4b	5c	
16	3a	3b	4c	4b	5c		3a	3b	4c	4b	5c		3a	3c	4c	4b	5c		3a	3c	4c	4b	5c		3a	3c	4c	4b	5c	
17	3c	2a	4c	3b	4c		3c	2a	4c	3b	4c		3c	2a	4c	3b	4c		3c	2a	4c	3b	4c		3c	2a	4c	3b	4c	
18	2a	3a	5c	4b	4a	4a	2a	3a	5c	4b	4a	4a	2a	3a	5c	4b	4a	4a	2a	3a	5c	4b	4a	4a	2a	3a	5c	4b	4a	4a
19	3a	3a	4c	3a	4b		3a	3a	4c	3a	4b		3a	3a	4c	3a	4b		3a	3a	4c	3a	4b		3a	3a	4c	4c	4b	
20	2b	2c	2b	3a	4b		2b	2c	2b	3a	4b		2b	2c	2b	3a	4b		2b	2c	2b	3a	4b		2b	2c	2b	3a	4b	
21	3a	3b	4c	4a	5b	4a	3a	3b	4c	4a	5b	4a	3a	3b	4c	4a	5b	4a	3a	3b	4c	4a	5b	4a	3a	3b	4c	4a	5b	4a
22	3a	3a	4c	4c	4b	4b	3b	3a	4c	4c	4b	4b	3b	3a	4c	4c	4b	4b	3b	3a	4c	4c	4b	4b	3b	3a	4c	4c	4b	4b
23	5c	5c	5a	5b	5a		5c	5c	5a	5b	5a		5c	5c	5a	5b	5a		5c	5c	5a	5a	6c		5c	5c	5a	5b	5a	
24	3a	3b	4c	4a	5c	4a	3a	3b	4c	4a	5c	4a	3a	3a	4c	4a	5c	4a	3a	3a	4c	4a	5c	4a	3a	3a	4c	4a	5c	4a
25	2c	2c	2b	4c	4b		2c	2c	2b	4c	4b		2c	2c	2b	4c	4b		2c	2c	2b	4c	4b		2c	2c	2b	4c	4b	
26	4a	4a	5c	4a	5c		4a	4a	5c	4a	5c		4a	4a	5c	4a	5c		4a	4a	5c	4a	5c		4a	4a	5c	4a	5c	
27	4a	4a	5c	4a	5c		5c	5c	5b	5c	5b		4a	4a	5c	4a	5c		4a	4a	5c	4a	5c		4a	4a	5c	4a	5c	